

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

August 5, 2020

Closed Session 4:00 p.m.
Open Session 7:00 p.m.

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.

There will be no physical meeting location open to the public. For this meeting, public input will not be facilitated in person. The District has provided the following option for the public to address the Board telephonically. Please submit your request to address the Board by clicking [here](#). Those who have registered to comment will receive an email prior to the meeting with information on how to join and comment telephonically. A speaker card will need to be submitted prior to the agenda item per Bylaws of the Board 9323, Meeting Conduct. 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 (3) 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. 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.

AGENDA

CLOSED SESSION AT 4:00 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
Kirsten M. Vital/Greg Merwin
(Pursuant to Government Code § 54957(a))

B. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Clark Hampton
Attorney – Terry Tao
Significant Exposure to Litigation – One Case
(Pursuant to Government Code § 54956.9 (d) (2) or (3))

EXHIBIT B-1

C. 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 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 AT 7:00 P.M.

CALL TO ORDER – ROLL CALL

PLEDGE OF ALLEGIANCE

ADOPTION OF THE AGENDA

REPORT ON CLOSED SESSION ACTION

BOARD AND SUPERINTENDENT COMMENTS

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.

BUSINESS AND SUPPORT SERVICES

- 1. RESOLUTION NO. 2021-05, EMERGENCY CLOTH MASK PURCHASE:** Page 1
Approval of Resolution No. 2021-05, Emergency Cloth Mask Purchase. This Resolution authorizes the purchase of masks necessary to comply with state and local health guidelines without advertising or inviting for bids in order to permit the continuance of school classes and/or to avoid danger to life or property under Public Contract Code § 20113.
Contact: Clark Hampton, Deputy Superintendent, Business and Support Services **EXHIBIT 1**
- 2. RESOLUTION NO. 2021-06, EMERGENCY E-Z UP TENT PURCHASE:** Page 5
Approval of Resolution No. 2021-06, Emergency E-Z UP Tent Purchase. This Resolution authorizes the purchase of E-Z UP tents necessary to comply with state and local health guidelines without advertising or inviting for bids in order to permit the continuance of school classes and/or to avoid danger to life or property under Public Contract Code § 20113.
Contact: Clark Hampton, Deputy Superintendent, Business and Support Services **EXHIBIT 2**
- 3. RESOLUTION NO. 2021-07, EMERGENCY PLASTIC BARRIER PURCHASE:** Page 9
Approval of Resolution No. 2021-07, Emergency Plastic Barrier Purchase. This Resolution authorizes the purchase of plastic barriers necessary to comply with state and local health guidelines without advertising or inviting for bids in order to permit the continuance of school classes and/or to avoid danger to life or property under Public Contract Code § 20113.
Contact: Clark Hampton, Deputy Superintendent, Business and Support Services **EXHIBIT 3**
- 4. RESOLUTION NO. 2021-08, EMERGENCY FLOOD MITIGATION AND REPAIR SERVICES:** Page 13
Approval of Resolution No. 2021-08, Emergency Flood Mitigation and Repair Services at Vista del Mar Elementary School. This Resolution authorizes the emergency services necessary to mitigate and repair flood damage caused to eight classrooms, two common hallways, two utility/electrical rooms, and exterior grounds without advertising for bids in order to resume normal school services.
Contact: Clark Hampton, Deputy Superintendent, Business and Support Services **EXHIBIT 4**

5. **SECOND READING – BOARD POLICY 1330, USE OF SCHOOL FACILITIES:** Page 17
EXHIBIT 5
Approval of Second Reading – Board Policy 1330, *Use of School Facilities*. As changes occur in statutes or precedent-setting lawsuits, it becomes necessary to update Board policies. Board Policy 1330, *Use of School Facilities*, was initially adopted on October 2, 1995 and was last revised on October 14, 2015. The fee structure/schedule was last revised on June 15, 2010 and became effective on July 1, 2010. This updated Board Policy 1330, *Use of School Facilities*, provides the Board, District staff, and the community with a policy ensuring that the District conforms with the legal requirements of the Civic Center Act and fee regulations for use of the District’s school facilities and grounds by the public.

The existing policy charges Non-profit/Youth-serving Groups (Group A) “District expense only”, in other words, the District’s costs. Non-profit Community Groups (Group B) are charged the “basic rental cost”. The cost or fee charged to Commercial users (Group C) is not specified in the policy. Further, the existing policy could be construed as providing subsidies or support for certain religious activities. Accordingly, the policy requires updating.

There would be a financial impact to the District resulting from this updated policy because Group A would only be charged for after-hours custodial services. This means the District would have to absorb all other operating and maintenance costs for the school facilities or grounds being used by Group A. Under the updated policy, the District’s expenses would be covered by use by Groups B through D.

Extensive revisions and redactions bring the policy’s language in alignment with current legal mandates and in conformity with the California School Board Association’s sample policy.

This item was passed at the July 15, 2020 Regular Board meeting 6-0-0-1 by a roll call vote. Per Board Policy 9311, *Board Policies*, if action is taken to waive the second reading with less than a unanimous vote of the total Board, the policy shall be resubmitted for ratification at the next Board meeting. It is presented tonight for ratification.

Contact: *Clark Hampton, Deputy Superintendent, Business and Support Services*

CURRICULUM AND INSTRUCTION

6. **PROPOSED SCHOOL START AND DISMISSAL TIMES FOR THE 2020-2021 SCHOOL YEAR:** Page 43
EXHIBIT 6

Approval of the start and dismissal times for the 2020-2021 school year. Per Board Policy 6111, *School Calendar*, this item seeks approval of the start and dismissal times for each school site for the 2020-2021 school year. There is no financial impact.

Contact: *Susan Holliday, Chief Administrative Officer, Education and Support Services*

7. **RATIFICATION OF THE 2020-2021 SCHOOL CALENDAR:** Page 46
EXHIBIT 7

Approval of the ratification of the 2020-2021 school calendar. The revised school calendar reflects a change to the secondary professional development day, from November 2, 2020 to August 13, 2020. In collaboration with the Capistrano Unified Educators Association, the teams agreed to change the professional development (student-free day) to support all teachers in receiving training on health and safety protocols and curriculum.

Contact: *Susan Holliday, Chief Administrative Officer, Education and Support Services*

GENERAL FUNCTIONS

8. **SCHOOL BOARD MINUTES:** Page 49
EXHIBIT 8
Approval of the July 15, 2020 Regular Board meeting minutes.
Contact: *Colleen Hayes, Manager II, Board Operations/Superintendent’s Office*

DISCUSSION/ACTION ITEMS

9. **APPROVAL OF ADDENDUM TO REOPENING OF SCHOOLS PLAN FOR 2020-2021 SCHOOL YEAR:**

Staff presents an addendum to the Reopening Schools Plan for the 2020-2021 school year. The Reopening Plan provides flexibility and options for families in all grade levels with rigorous, engaging, and consistent educational learning programs, including all special education programs and services, from preschool through grade 12 and Adult Transition Program. Educational programs include a 100 percent online learning model and other models which feature a combination of on campus and online learning, so that students will be able to return to campus to the greatest extent possible as per the new criteria as defined in the California Department of Public Health Reopening Schools Framework. An update on planning and implementation is provided for all 4 foundational components of the plan: 1) health and safety for students, families, and staff; 2) curriculum and instruction; 3) mental health, emotional support, and cultural diversity; and 4) flexible and innovative program models.

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

CUSD WIG 2: Communications - Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions.
Contact: Gregory Merwin, Chief Academic Officer, Education and Support Services

Staff Recommendation

It is recommended the Board President recognize Gregory Merwin, Chief Academic Officer, Education and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve the addendum to the Reopening of Schools Plan for the 2020-2021 school year.

Motion by _____ Seconded by _____

10. **DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS:**

Approval of the Declaration of Need for Fully Qualified Educators. Education Code § 80026 requires that a Declaration of Need for Fully Qualified Educators be on file with the appropriate County Office of Education before the beginning of a new school year and shall remain in force until the end of that academic year. A Declaration of Need is necessary if there is an insufficient number of qualified applicants. Submission of this declaration does not commit the District to issuing short term staff permits or emergency credentials, but rather is submitted as a matter of routine in the event it becomes necessary to employ such individuals. A Declaration of Need for Fully Qualified Educators must be filed prior to the beginning of the school year, even though there is no way to determine if there will be a need to employ teachers. However, if the Board of Trustees has not approved the appropriate declaration for the upcoming year, the District is precluded from hiring such individuals should the need arise. There is no financial impact to the general fund in the Board's acceptance of this declaration.

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

Contact: Tim Brooks, Associate Superintendent, Human Resource Services

Staff Recommendation

It is recommended the Board President recognize Tim Brooks, Associate Superintendent, Human Resource Services, to present this item.

**DISCUSSION/
ACTION**
Page 60
EXHIBIT 9

**DISCUSSION/
ACTION**
Page 179
EXHIBIT 10

Following discussion, it is recommended the Board of Trustees approve the Declaration of Need for Fully Qualified Educators.

Motion by _____ Seconded by _____

11. FIRST READING – BOARD POLICY 0420.4, CHARTER SCHOOL AUTHORIZATION: DISCUSSION/ ACTION

The proposed revisions to Board Policy 0420.4, *Charter School Authorization*, are a result of the passage of Assembly Bill (AB) 1505 Charter Schools: Petitions and Renewals and AB 1507 Charter Schools: Location: Resource Center. The policy has been revised to reflect relevant provisions of existing law and modifications that took effect in July 2020. These changes are necessary to ensure consistency of language, provides all stakeholders with current information, and ensures legal compliance. Changes are underlined, deletions are struck through. 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, Chief Administrative Officer, Education and Support Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Chief Administrative Officer, Education and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.4, *Charter School Authorization*.

Motion by _____ Seconded by _____

12. FIRST READING – BOARD POLICY 0420.41, CHARTER SCHOOL OVERSIGHT: DISCUSSION/ ACTION

The proposed revisions to Board Policy 0420.41, *Charter School Oversight*, are a result of the passage of Assembly Bill (AB) 1505, Charter Schools: Petitions and Renewals, and AB, 1507 Charter Schools: Location: Resource Center. The policy has been revised to reflect relevant provisions of existing law and modifications that took effect in July 2020. These changes are necessary to ensure consistency of language, and provides all stakeholders with current information and ensures legal compliance. Changes are underlined, deletions are struck through. 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, Chief Administrative Officer, Education and Support Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Chief Administrative Officer, Education and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.41, *Charter School Oversight*.

Motion by _____ Seconded by _____

Page 184

EXHIBIT 11

Page 201

EXHIBIT 12

13. **FIRST READING – BOARD POLICY 0420.42, CHARTER SCHOOL RENEWAL:** **DISCUSSION/ ACTION**
Staff is proposing a new Board Policy 0420.42, *Charter School Renewal*, as a result of the passage of Assembly Bill (AB) 1505, Charter Schools: Petitions and Renewals, and AB 1507, Charter Schools: Location: Resource Center. Board Policy 0420.42 has been drafted to reflect the new criteria for granting or denying a charter renewal. This policy details how a renewal of a charter petition may be granted in accordance with a three-tiered system based on school performance. There is no financial impact. **Page 221**
EXHIBIT 13

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, Chief Administrative Officer, Education and Support Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Chief Administrative Officer, Education and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.42, *Charter School Renewal*.

Motion by _____ Seconded by _____

14. **FIRST READING – BOARD POLICY 0420.43, CHARTER SCHOOL REVOCATION:** **DISCUSSION/ ACTION**

The proposed revisions to Board Policy 0420.43, *Charter School Revocation*, are a result of the passage of Assembly Bill (AB) 1505, Charter Schools: Petitions and Renewals, and AB 1507, Charter Schools: Location: Resource Center. The policy has been revised to reflect relevant provisions of existing law and modifications that took effect in July 2020. These changes are necessary to ensure consistency of language, provides all stakeholders with current information, and ensures legal compliance. Changes are underlined, deletions are struck through. There is no financial impact. **Page 228**

CUSD WIG 1: Teaching and Learning - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students. **EXHIBIT 14**

Contact: Susan Holliday, Chief Administrative Officer, Education and Support Services

Staff Recommendation

It is recommended the Board President recognize Susan Holliday, Chief Administrative Officer, Education and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.43, *Charter School Revocation*.

Motion by _____ Seconded by _____

15. **FIRST READING - BOARD POLICY 5112.1, EXEMPTIONS AND EXCLUSIONS FROM ATTENDANCE:** **DISCUSSION/ ACTION**

The proposed revisions to Board Policy 5112.1, *Exemptions and Exclusions from Attendance*, bring the policy in alignment with current law. The proposed policy is consistent with legislative changes and local health care agency practices regarding exemptions and exclusions from attendance. Board Policy 5112.1 was last updated in 1997. Changes are underlined; deletions are struck through. There is no financial impact. **Page 235**

CUSD WIG 1: Teaching and Learning - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students. **EXHIBIT 15**

CUSD WIG 2: Communications – Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions. Contact: Gregory Merwin, Chief Academic Officer, Education and Support Services

Staff Recommendation

It is recommended the Board President recognize Gregory Merwin, Chief Academic Officer, Education and Support Services, to present this item.

Following discussion, it is recommended the Board of Trustees approve Board Policy 5112.1, *Exemptions and Exclusions from Attendance*.

Motion by _____ Seconded by _____

16. TRUSTEE REQUEST TO RECONSIDER AGENDA ITEM #30, TEMPORARY BOARD POLICY T6146.1, HIGH SCHOOL GRADUATION REQUIREMENTS FROM THE JULY 15, 2020 BOARD MEETING:

**DISCUSSION/
ACTION
Page 240
EXHIBIT 16**

Per Board Policy 9322, Agenda/Meeting Materials, Board members may place any item on the agenda no later than ten days before the scheduled meeting date. Board members may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board, providing there is new and relevant information on the topic, **but only for the purpose of Board members deciding whether or not to reconsider the topic**. If the Board decides to reconsider the agenda topic, it shall do so at a future regular Board meeting. A Trustee has requested the Board take action to reconsider the Temporary Board Policy T6146.1, *High School Graduation Requirements* which was passed at the July 15, 2020 regular Board meeting by a 7-0 roll call vote. If the majority of the Board votes to reconsider this agenda topic, then Board Policy T6146.1 will be agendized for action at the August 19, 2020 Regular Board meeting.

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

CUSD WIG 2: Communications – Communicate with, and engage students, parents, employees, and community members in Districtwide and community-specific decisions. Contact: Amy Hanacek, Board of Trustees

Trustee Recommendation

It is recommended the Board President recognize Amy Hanacek, Board of Trustees, to present this item.

Following discussion, it is recommended by Trustee Hanacek that the Board of Trustees hear her Request to Reconsider Agenda Item #30, Temporary Board Policy T6146.1, High School Graduation Requirements from the July 15, 2020 Board Meeting and bring it back for discussion action at the August 19, 2020 Regular Board meeting.

Motion by _____ Seconded by _____

ADJOURNMENT

Motion by _____ Seconded by _____

**THE NEXT REGULAR MEETING OF THE BOARD OF TRUSTEES IS
WEDNESDAY, AUGUST 19, 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: Clark Hampton, Deputy Superintendent, Business and Support Services

Prepared by: Philippa Townsend, Assistant Superintendent, Fiscal Services

Date: August 5, 2020

Board Item: Resolution No. 2021-05, Emergency Cloth Mask Purchase

HISTORY

On Friday, March 13, 2020, the District closed schools in response to the COVID-19 crisis and most staff and students began working from home. Some personal protective equipment (PPE) was ordered for staff who continued to work at their sites. Since that time, the COVID-19 crisis has continued and State and Local Government guidance given in July 2020 was that employees and students would be required to wear a mask in public.

BACKGROUND INFORMATION

Anticipating the need to issue PPE to employees and students in late July 2020, staff began to order the supplies needed for over 47,000 preschool through grade 12 students and over 5,000 staff members and substitutes. Fifty-thousand masks were ordered in June 2020 after Governor Newsome announced that the California Office of Emergency Services (Cal OES) would deliver PPE to schools including enough masks to provide two for every child and adult. District distribution of PPE to school sites was scheduled in time for the end of July ready for registration. By early July, the Cal OES masks had not been delivered to the Orange County Department of Education (OCDE) and staff there were not informed as to when delivery could be expected and that they would have only 24 hours' notice before delivery. Given that there was no certainty the masks would arrive in time, it was necessary to place an additional order for masks which caused the total amount to exceed the bid limit. Public Contract Code (PCC) § 20111(a) requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$95,200, adjusted for inflation, to the lowest responsible bidder. Contracts subject to competitive bidding include:

1. Purchase of equipment, materials, or supplies to be furnished, sold, or leased to the school district.

It is necessary for the District to authorize payment to the contractor for the emergency masks provided. Before releasing any funds, OCDE requires evidence that the Board authorized the purchase, without bidding, due to emergency circumstances under Public Contract Code § 20113.

CURRENT CONSIDERATIONS

This agenda item requests unanimous Board adoption of Resolution 2021-05 authorizing the emergency purchase of cloth masks, without advertising for or inviting bids, in order to permit the continuance of existing school classes, or to avoid danger to life or property.

FINANCIAL IMPLICATIONS

The cost associated with the purchase is \$213,200, which will be funded by Federal Emergency Management Agency (FEMA) with reimbursement at 75 percent.

STAFF RECOMMENDATION

It is recommended the Board of Trustees unanimously adopt Resolution 2021-05, Emergency Cloth Mask Purchase.

PREPARED BY: Philippa Townsend, Assistant Superintendent, Fiscal Services

APPROVED BY: Clark Hampton, Deputy Superintendent, Business and Support Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

RESOLUTION NO. 2021-05
EMERGENCY CLOTH MASK PURCHASE

WHEREAS, in preparation for the opening of schools, staff began the process of ordering supplies needed to ensure the safety of students and employees; and

WHEREAS, in the process of ordering supplies, staff relied upon assurances given by the Governor that certain personal protective equipment would be provided; and

WHEREAS, by early July 2020, the supplies sent by the Governor had not been received and there was no information as to when they would be received; and

WHEREAS, without protective cloth masks for students and employees, schools would not be able to follow local and State health guidance, which would have made the reopening of schools impossible; and

WHEREAS, Public Contract Code § 20113 provides that school districts may, with the unanimous approval of the Board of Trustees and approval of the County Superintendent of Schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life and property;

THEREFORE BE IT HEREBY RESOLVED that the Board of Trustees of the Capistrano Unified School District has determined that these circumstances constitute an emergency condition and request approval from the County Superintendent of Schools to enter into contract for purchase of emergency cloth masks without advertising or inviting bids pursuant to Public Contract Code § 20113.

AYES: ()

NOES ()

ABSENT ()

ABSTAIN ()

I, Kirsten M. Vital, Secretary of the Capistrano Unified School District Board of Trustees, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at the meeting thereof on the 5th day of August, 2020, by a roll call vote of said Board.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 5th day of August, 2020

Gila Jones
Clerk of the Board of Trustees

Kirsten M. Vital
Superintendent
Secretary of the Board of Trustees

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Clark Hampton, Deputy Superintendent, Business and Support Services

Prepared by: Philippa Townsend, Assistant Superintendent, Fiscal Services

Date: August 5, 2020

Board Item: Resolution No. 2021-06, Emergency E-Z UP Tent Purchase

HISTORY

On Friday, March 13, 2020, the District closed schools in response to the COVID-19 crisis and most staff and students began working from home. Some personal protective equipment (PPE) was ordered for staff who continued to work at their sites.

Since that time, the COVID-19 crisis has continued and State and Local Government guidance given in July 2020 was that employees and students would be required to socially distance to the extent possible.

BACKGROUND INFORMATION

Anticipating the need to issue PPE to employees and students in late July 2020, staff began to order the supplies needed for over 47,000 preschool through grade 12 students and over 5,000 staff members and substitutes. Five hundred and forty-five E-Z UP tents were ordered in June 2020 to allow for social distancing at schools sites with limited classroom space. After the school reopening plan was developed it was deemed necessary to order additional E-Z UP tents to allow space for social distancing for all students who would receive 100 percent school site based instruction. Public Contract Code (PCC) § 20111(a) requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$95,200, adjusted for inflation, to the lowest responsible bidder. Contracts subject to competitive bidding include:

1. Purchase of equipment, materials, or supplies to be furnished, sold, or leased to the school district.

It is necessary for the District to authorize payment to the contractor for the emergency E-Z UP tents provided. Before releasing any funds, OCDE requires evidence that the Board authorized the purchase, without bidding, due to emergency circumstances under Public Contract Code § 20113.

CURRENT CONSIDERATIONS

This agenda item requests unanimous Board adoption of Resolution No. 2021-06 authorizing the emergency purchase of E-Z UP tents, without advertising for or inviting bids, in order to permit the continuance of existing school classes, or to avoid danger to life or property.

FINANCIAL IMPLICATIONS

The cost associated with the purchase is \$163,000, which will be funded by Federal Emergency Management Agency (FEMA) with reimbursement at 75 percent.

It is recommended the Board of Trustees unanimously adopt Resolution No. 2021-06, Emergency E-Z UP Tent Purchase.

PREPARED BY: Philippa Townsend, Assistant Superintendent, Fiscal Services

APPROVED BY: Clark Hampton, Deputy Superintendent, Business and Support Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

RESOLUTION NO. 2021-06
EMERGENCY E-Z UP TENT PURCHASE

WHEREAS, in preparation for the opening of schools, staff began the process of ordering supplies needed to ensure the safety of students and employees; and

WHEREAS, in the process of ordering supplies, staff used estimates of what materials would be needed to reopen schools; and

WHEREAS, by early July 2020, when a school reopening plan had been developed the number of E-Z UP tents needed to allow social distancing was anticipated to be greater than anticipated based upon teaching methods; and

WHEREAS, without E-Z UP tents to keep students and employees safe, schools would not be able to follow local and State health guidance, which would have made the reopening of schools impossible; and

WHEREAS, Public Contract Code § 20113 provides that school districts may, with the unanimous approval of the Board of Trustees and approval of the County Superintendent of Schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life and property;

THEREFORE BE IT HEREBY RESOLVED that the Board of Trustees of the Capistrano Unified School District has determined that these circumstances constitute an emergency condition and request approval from the County Superintendent of Schools to enter into contract for purchase of E-Z UP tents without advertising or inviting bids pursuant to Public Contract Code § 20113.

AYES: ()

NOES ()

ABSENT ()

ABSTAIN ()

I, Kirsten M. Vital, Secretary of the Capistrano Unified School District Board of Trustees, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at the meeting thereof on the 5th day of August, 2020, by a roll call vote of said Board.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 5th day of August, 2020

Gila Jones
Clerk of the Board of Trustees

Kirsten M. Vital
Superintendent
Secretary of the Board of Trustees

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Clark Hampton, Deputy Superintendent, Business and Support Services

Prepared by: Philippa Townsend, Assistant Superintendent, Fiscal Services

Date: August 5, 2020

Board Item: Resolution No. 2021-07, Emergency Plastic Barrier Purchase

HISTORY

On Friday, March 13, 2020, the District closed schools in response to the COVID-19 crisis and most staff and students began working from home. Some personal protective equipment (PPE) was ordered for staff who continued to work at their sites.

Since that time, the COVID-19 crisis has continued and State and Local Government guidance given in July, 2020 was that employees and students would be provided with emergency plastic barriers.

BACKGROUND INFORMATION

Anticipating the need to issue PPE to employees and students in late July 2020, staff began to order the supplies needed for over 47,000 preschool through grade 12 students and over 5,000 staff members and substitutes. Over twelve hundred plastic barriers were ordered in June 2020 to provide protection to staff who interacted very closely with the public and students on a regular basis.

After the school reopening plan was developed it was deemed necessary to place an additional order for plastic barriers for teachers working one-on-one with students which caused the total amount of the order to exceed the bid limit. Public Contract Code (PCC) § 20111(a) requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$95,200, adjusted for inflation, to the lowest responsible bidder. Contracts subject to competitive bidding include:

1. Purchase of equipment, materials, or supplies to be furnished, sold, or leased to the school district.

It is necessary for the District to authorize payment to the contractor for the emergency plastic barriers provided. Before releasing any funds, OCDE requires evidence that the Board authorized the purchase, without bidding, due to emergency circumstances under Public Contract Code § 20113.

CURRENT CONSIDERATIONS

This agenda item requests unanimous Board adoption of Resolution No. 2021-07 authorizing the emergency plastic barriers purchase without advertising for or inviting bids, in order to permit the continuance of existing school classes, or to avoid danger to life or property.

FINANCIAL IMPLICATIONS

The cost associated with the purchase is \$133,000, which will be funded by Federal Emergency Management Agency (FEMA) with reimbursement at 75 percent.

STAFF RECOMMENDATION

It is recommended the Board of Trustees unanimously adopt Resolution No. 2021-07, Emergency Plastic Barrier Purchase.

PREPARED BY: Philippa Townsend, Assistant Superintendent, Fiscal Services

APPROVED BY: Clark Hampton, Deputy Superintendent, Business and Support Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

RESOLUTION NO. 2021-07
EMERGENCY PLASTIC BARRIER PURCHASE

WHEREAS, in preparation for the opening of schools, staff began the process of ordering supplies needed to ensure the safety of students and employees; and

WHEREAS, in the process of ordering supplies, staff used estimates of what materials would be needed to reopen schools; and

WHEREAS, by early July 2020, when a school reopening plan had been developed the number of plastic barriers or ‘sneeze guards’ needed was anticipated to be greater than anticipated based upon teaching methods; and

WHEREAS, without plastic barriers to keep students and employees safe, schools would not be able to follow local and State health guidance, which would have made the reopening of schools impossible; and

WHEREAS, Public Contract Code § 20113 provides that school districts may, with the unanimous approval of the Board of Trustees and approval of the County Superintendent of Schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life and property;

THEREFORE BE IT HEREBY RESOLVED that the Board of Trustees of the Capistrano Unified School District has determined that these circumstances constitute an emergency condition and request approval from the County Superintendent of Schools to enter into contract for purchase of plastic barriers without advertising or inviting bids pursuant to Public Contract Code § 20113.

AYES: ()

NOES ()

ABSENT ()

ABSTAIN ()

I, Kirsten M. Vital, Secretary of the Capistrano Unified School District Board of Trustees, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at the meeting thereof on the 5th day of August, 2020, by a roll call vote of said Board.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 5th day of August, 2020

Gila Jones
Clerk of the Board of Trustees

Kirsten M. Vital
Superintendent
Secretary of the Board of Trustees

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Clark Hampton, Deputy Superintendent, Business and Support Services

Prepared by: Ted Norman, Director, Maintenance and Operations

Date: August 5, 2020

Board Item: Resolution No. 2021-08, Emergency Flood Mitigation and Repair Services

HISTORY

Public Contract Code § 20113 states in an emergency when any repairs, alterations, work, or improvement is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, the board may, by unanimous vote, with the approval of the county superintendent of schools, do either of the following:

(1) Make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for the purpose without advertising for or inviting bids.

(2) Notwithstanding § 20114, authorize the use of day labor or force account for the purpose.

BACKGROUND INFORMATION

On July 4, 2020, a community member reported excessive amounts of water coming up through the concrete walkways near the 100 wing of Vista del Mar Elementary School and entering the classroom building. Maintenance and Operations management and the fire department responded to turn off the water line and investigate. The source of the flooding was identified as a ruptured six-inch fire system supply line. District vendor American Technologies Incorporated was contacted to perform remediation efforts, as the identified flooding falls under a Category III water intrusion that had to be rectified. The insurance claim for coverage has been approved. Before proceeding with restoration work, the Alliance of School Cooperative Insurance Program (ASCIP) requires evidence that the Board authorizes the contracting, without bidding, due to emergency circumstances under Public Contract Code Section § 20113.

CURRENT CONSIDERATIONS

This agenda item requests Board adoption of Resolution 2021-08 authorizing the emergency services necessary to remediate, repair, and restore eight classrooms, two common hallways, two utility/electrical rooms, and exterior grounds, without advertising for or inviting bids, in order to permit continuance of existing school classes.

FINANCIAL IMPLICATIONS

The cost associated with the flooding and water damage have not been fully determined at this point. Staff continues to work with ASCIP to make sure all coverage-eligible costs above the \$10,000 deductible are borne by the insurance carrier. Funds have already been budgeted and earmarked for these emergency repairs.

STAFF RECOMMENDATION

It is recommended the Board of Trustees adopt Resolution 2021-08, Emergency Flood Mitigation and Repair Services.

PREPARED BY: Ted Norman, Director, Maintenance and Operations

APPROVED BY: Clark Hampton, Deputy Superintendent, Business and Support Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

RESOLUTION NO. 2021-08
EMERGENCY FLOOD MITIGATION AND REPAIR SERVICES

WHEREAS, a six inch fire system water supply line ruptured and caused flooding at Vista Del Mar Elementary School on Saturday, July 4, 2020; and

WHEREAS, water, silt, and debris flooded eight classrooms, two common hallways, two utility/electrical rooms, and exterior grounds; necessitating American Technologies Incorporated to perform remediation efforts, as the identified flooding falls under a Category III water intrusion that had to be rectified; and

WHEREAS, without remediation and repairs, the District would not be able to provide essential student services, which in turn may have threatened the continuance of school classes; and

WHEREAS, Public Contract Code § 20113 provides that school districts may, with the unanimous approval of the Board of Trustees and approval of the County Superintendent of Schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life and property;

THEREFORE BE IT HEREBY RESOLVED that the Board of Trustees of the Capistrano Unified School District has determined that these circumstances constitute an emergency condition and request approval from the County Superintendent of Schools to enter into contract for the emergency cleaning, restoration, professional testing and remediation services, electrical, plumbing, painting, flooring, and general contracting work for the reconstruction of eight classrooms (101-108), two common hallways, two utility/electrical rooms, and exterior grounds at Vista Del Mar Elementary School without advertising or inviting bids pursuant to Public Contract Code § 20133.

AYES: ()

NOES ()

ABSENT ()

ABSTAIN ()

I, Kirsten M. Vital, Secretary of the Capistrano Unified School District Board of Trustees, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at the meeting thereof on the 5th day of August, 2020, by a roll call vote of said Board.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 5th day of August, 2020.

Gila Jones
Clerk of the Board of Trustees

Kirsten M. Vital
Superintendent
Secretary of the Board of Trustees

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Clark Hampton, Deputy Superintendent, Business and Support Services
John Forney, Chief Facilities Officer, Facilities Planning

Date: August 5, 2020

Board Item: Second Reading - Board Policy 1330, *Use of School Facilities*

HISTORY

Board Policy 1330, *Use of School Facilities* was written to ensure the District complies with the legal requirements of the Civic Center Act. This Board Policy was initially adopted on October 2, 1995 and was last revised on October 14, 2015. The fee structure/schedule relating to the Board Policy was last revised on June 15, 2010 and became effective on July 1, 2010.

BACKGROUND INFORMATION

Under existing Board Policy 1330, the District has generally made school facilities available to the community after school hours pursuant to the Civic Center Act, as set forth in Education Code § 38131 *et seq.* The existing policy resulted in certain community users not paying their fair share of the costs of maintaining and repairing school facilities used by them.

The existing policy charges Non-profit/Youth-serving Groups (Group A) “District expense only”. In other words, the District’s costs. Non-profit Community Groups (Group B) are charged the “Basic rental cost”. The cost or fee charged to Commercial users (Group C) is not specified in the policy. Further, the existing policy could be construed as providing subsidies or support for certain religious activities. Accordingly, the policy requires updating.

At the July 15, 2020 Regular Board meeting, the Board passed this item 6-0-0-1 by a roll call vote. Per Board Policy 9311, *Board Policies*, if action is taken to waive the second reading with less than a unanimous vote of the total Board, the policy shall be resubmitted for ratification at the next Board meeting.

CURRENT CONSIDERATIONS

The California School Board Association (CSBA) has sample board policies, which are available for Districts to use as a guide for their own policies. The proposed revisions to Board Policy 1330, *Use of School Facilities*, reflect appropriate education code, aligns more appropriately to, and reflects current CSBA language. The proposed revisions to Board Policy 1330 bring the policy in alignment with statute. At legal counsel’s direction, staff made redactions to this policy. The redacted sections were more appropriately placed in Administrative Regulation 1.4, Conditions and Regulations for Use of School Facilities by Community Organizations. Legal counsel has reviewed the policy.

Revised Board Policy 1330 is proposed to ensure that the District obtains sufficient funds to maintain and repair school facilities that are used by the community, to comply with Civic Center Act, and to not subsidize religious activities, in accordance with the U.S. Constitution.

This updated policy redefines the Groups based on a new fee structure that was developed during several Fee Study Advisory Committee meetings. Group A is redefined as “Internal/School-Connected Groups,” which include athletic teams, debate teams, robotic teams, drama or music groups, other District educational extracurricular activities, booster clubs, foundations, parent-teacher associations aligned with the California State PTA, and other parent-teacher associations organized to specifically support the District’s educational program. Group A would be allowed to use school facilities and grounds at no charge, except for overtime custodial costs.

Group B is redefined as “Youth-Serving Non-Profit and School-Serving Groups and Public Entities, which include non-profit organizations organized to promote youth and school activities; clubs organized to promote youth and school activities; associations organized to promote youth and school activities; the Boy Scouts, the Girl Scouts, Campfire USA, YMCA, and similar youth organizations; recreational youth sports leagues that charge participants no more than a nominal fee, which means an average of no more than \$60 per month; religious organizations or churches that arranges for and supervises sports league activities; and recreation activities sponsored by public entities. Group B would be charged the regulatory derived direct costs.

Group C is redefined as religious organizations or churches holding religious services. Group C would be charged at least the regulatory derived direct costs, as required to preclude government support of religion.

Group D is defined as entertainment or meetings where admission is charged or contributions are solicited and the net receipts are not expended for charitable purposes or the welfare of the District’s students. Along with other commercial users, Group D would be charged at least the fair rental value of the school facility or grounds.

There would be a financial impact to the District resulting from this updated policy because Group A would only be charged for after-hours custodial services. This means the District would have to absorb all other operating and maintenance costs for the school facilities or grounds being used by Group A. Under the updated policy, the District’s expenses would be covered by use by Groups B through D.

FINANCIAL IMPLICATIONS

Revised Board Policy 1330 is proposed to ensure no significant financial impact to the District as a result of community use of the District’s school facilities, as authorized or mandated by the Civic Center Act.

STAFF RECOMMENDATION

It is recommended the Board of Trustees approve the second reading of Board Policy 1330, *Use of School Facilities*.

PREPARED BY: John Forney, Chief Facilities Officer

APPROVED BY: Clark Hampton, Deputy Superintendent, Business and Support Services

USE OF SCHOOL FACILITIES

The Board of Trustees believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by District residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall give priority to school-related activities in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Ed. Code, § 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities.
2. Preserve order in school facilities and on school grounds and protect school facilities, designating a person to supervise this task, if necessary.
3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work.

There shall be no advertising on school facilities and grounds except as allowed by District policy specified in BP 1325 - Advertising and Promotion.

(cf. 1325 - Advertising and Promotion)

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the District and the community.

Fees

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 Cal. Code of Regs, §§ 14037-14041 and § 14041.

USE OF SCHOOL FACILITIES (continued)

(cf. 9320 - Meetings and Notices)

The Board authorizes the use of school facilities or grounds, without charge, except for overtime custodial costs, by internal/school-connected Groups (Group A) that include athletic teams, debate teams, robotic teams, drama or music groups, other District educational extracurricular activities, booster clubs, foundations, parent-teacher associations aligned with the California State PTA, and other parent-teacher associations organized to specifically support the District's educational program. (Ed. Code, § 38134)

The Board authorizes the use of school facilities or grounds, with charge, in an amount not exceeding direct costs determined in accordance with 5 Cal. Code of Regs., §§ 14037-14041 by youth-serving non-profit and school-serving groups and public entities (Group B) that include non-profit organizations organized to promote youth and school activities; clubs organized to promote youth and school activities; associations organized to promote youth and school activities; the Boy Scouts, the Girl Scouts, Campfire USA, YMCA, and similar youth organizations; recreational youth sports leagues that charge participants no more than a nominal fee, which means an average of no more than sixty dollars (\$60) per month; religious organizations or churches that arranges for and supervises sports league activities; and recreation activities sponsored by public entities.

Additionally, when any use of school facilities or grounds is for religious services (Group C), the District shall charge an amount at least equal to the District's direct costs. (Ed. Code, § 38134)

Groups shall be charged at least fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the District's students (Group D). (Ed. Code, § 38134)

Calculating Direct Costs

Direct costs to be charged for community use of each, or each type of, school facility or grounds shall be calculated in accordance with 5 Cal. Code of Regs., § 14038 and may reflect the community's proportionate share of the following costs: (Ed. Code, § 38134; 5 Cal. Code of Regs., §§ 14038-14041)

1. Capital direct costs calculated in accordance with 5 Cal. Code of Regs., § 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds.
2. Operational direct costs calculated in accordance with 5 Cal. Code of Regs., § 14040, including estimated costs of supplies, utilities, janitorial services, other services performed by District employees and/or contracted workers, and salaries and benefits paid to District employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds.

USE OF SCHOOL FACILITIES (continued)

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 Cal. Code of Regs., § 14041)

Expending Funds Collected as Capital Direct Costs

Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 Cal. Code of Regs., § 14042)

Use of School Facility as Polling Place

The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. However, if a city or county elections official specifically requests the use of a school building as a polling place, the Board shall allow its use for such purpose. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elec. Code, § 12283)

(cf. 6111 - School Calendar)

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to persons with disabilities. (Elec. Code, § 12283)

The Superintendent or designee shall establish procedures to ensure student safety and minimize disruptions whenever school is in session while the facilities are being used as a polling place.

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation programs

32282 School safety plan

37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

ELECTIONS CODE

12283 Polling places: schools

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

MILITARY AND VETERANS CODE

1800 Definitions

CODE OF REGULATIONS, TITLE 5

14037-14042 Proportionate direct costs for use of school facilities and grounds

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal .2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 90 (1999)

79 Ops.Cal.Atty.Gen. 248 (1996)

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy

adopted: October 2, 1995

revised: June 14, 1999

revised: September 15, 2000

revised: May 14, 2001

revised: September 8, 2004

revised: September 12, 2005

revised: July 2, 2007

revised: December 10, 2007

revised: June 15, 2010

revised: October 14, 2015

revised:

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California

USE OF SCHOOL FACILITIES**PHILOSOPHY**

~~The Board of Trustees encourages the use of District facilities by community groups for purposes other than the conduct of the instructional program. The use must not interfere with the educational programs or other public school purpose of the District and must be in compliance with the Civic Center Act and restrictions as appropriate when determined by the District. Community Group use of District facilities shall be scheduled in a manner that does not interfere with the orderly operation of the campus or facility and shall be managed in a way that maximizes benefits to the school and its students and minimizes negative impacts to the surrounding community.~~

~~School related activities shall have priority in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first come, first served basis.~~

~~As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the District and community. The approval for the use of school facilities shall not be interpreted that the Board and/or District staff have endorsed the event or its message.~~

~~Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities on those days on which the school is closed.~~

~~For the effective management and control of the school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that:~~

- ~~1. ——— Aid, encourage, and assist groups desiring to use school facilities for approved activities.~~
- ~~2. ——— Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary.~~
- ~~3. ——— Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work. There shall be no advertising on school facilities and grounds except as otherwise expressly permitted by Board Policy.~~

AUTHORITY

- ~~1. ——— California law permits the Board of a School District to grant the use of school buildings or grounds for public use. The Board, or Superintendent or designee, has the authority to adjust fees or exempt any group or organization from any and all fees for in-kind services. In-kind services may include gymnasium clean up, stadium clean up, and multi purpose room clean up. Free use groups may also be required to reimburse the District for the cost of other staff needed for the proposed~~

USE OF SCHOOL FACILITIES (continued)

activity or event and will be charged the current fair market value for any event for which admission is charged or donations are solicited.

2. ~~Use of school property shall be under the supervision and control of a duly appointed representative of the District if necessary.~~

3. ~~It is the duty of the representative of the District to see that District rules and regulations are enforced and to report any violations or attempted violations to the Executive Director, Facilities/Maintenance and Operations.~~

4. ~~Conditions stipulated related to consideration or allowance of an event, e.g., security, supervision, etc., are at the discretion of District staff.~~

BASIC GUIDELINES FOR THE USE OF SCHOOL FACILITIES BY GROUPS

1. ~~Basic guidelines are set by law and the District to ensure that all individuals and groups receive equal consideration in the determination of access to school facilities and appropriate fees charged. Basic to this consideration is an obligation on the part of the District to review the following:~~

- a. ~~Determine whether a proposed activity or meeting is one within the purview of the Civic Center Act, for public, literary, scientific, recreational, educational, or public agency meetings, religious services for temporary periods, child care or day care programs, administration of examinations for the selection of personnel, supervised recreational activity, a community youth center, or a ceremony, patriotic celebration, or related education assembly conducted by a veteran's organization.~~
- b. ~~Determine whether a group requesting use of school facilities is organized for charitable or general character building purposes.~~
- c. ~~Determine whether the applicant will charge admission, collect money, or solicit dues.~~

2. ~~All groups qualifying under the provisions of the Civic Center Act may use school facilities for non-school purposes. Groups must adhere to the rules and regulations as set forth by the Board. In general, the subject matter of such meetings shall pertain to matters of general public interest.~~

PROHIBITED USE

1. ~~State laws prohibit the use of school facilities for subversive, immoral, offensive or harmful purposes. The use of school facilities shall not be granted to persons, forums, operations, groups, clubs, or associations that:~~

USE OF SCHOOL FACILITIES (continued)

- a. ~~May, by such use, be reasonably expected to expose the property of the District to damage through excessive wear and tear, riot, mob action, or violence of any kind;~~
 - b. ~~Intends to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States or of the state by force, violence, or other unlawful means;~~
 - c. ~~Uses the property in a manner which would impede the District's mission, such as any activity that interferes or disrupts the education and safety of students or any activity that is unlawful on a District site (this may include skateboarding, consumption of alcohol [not applicable to unopened containers of alcohol] or smoking); or~~
 - d. ~~Desires the use of facilities not consistent with the Civic Center Act or adopted Board policies.~~
 - e. ~~Aids or advances any religious purpose or denominational doctrine or instruction. (Exception Temporary use may be granted for religious services upon such terms and conditions as the Board deems proper, including payment of fair rental rates.)~~
 - f. ~~Illegally discriminates on the basis of race, religion, creed, color, marital status, veteran status, sex, sexual orientation, gender identity, national or ethnic origin, age or disability.~~
 - g. ~~Intends to sell food or beverages in competition with, or interfering with, school cafeteria operations during normal school hours.~~
- 2. ~~The Superintendent, or designee, will approve or deny applications for the use of facilities as to the appropriateness of the request after initial review of the application by the school administrator of the facility desired.~~
 - 3. ~~Outside events will not be scheduled in conflict with school activities.~~
 - 4. ~~No person, group or activity may engage in the following:~~
 - a. ~~Consumption of alcoholic beverages.~~
 - b. ~~Use of narcotics or drugs for purposes other than medical, and then only under the direct supervision of a duly licensed medical physician.~~
 - c. ~~Fighting, quarreling, abusive language or noise of any kind which may be offensive to other activities or the neighborhood.~~

USE OF SCHOOL FACILITIES (continued)

- d. ~~Activities which disrupt the daily operations of the District or the instructional program.~~

~~Violations of any of the conditions noted above shall be grounds for immediate revocation of the permit for use of such facilities. In the event of such revocation, all persons so affected shall immediately vacate the school facility.~~

5. ~~Use of school facilities may be denied for any activity which might be considered dangerous or present significant safety issues. The District may request the agency, e.g., Fire Department, Health Department, to review facilities requests, assuring compliance with all conditions of sanitation and potential fire hazards.~~

DEFINITION OF TERMS1. ~~Charitable Purposes~~

~~A charity is generally defined as an organization or institution engaged in gratuitous acts or works of benevolence to the needy. The following are examples of charitable purposes:~~

- a. ~~Those organizations which exist solely for the purpose of gratuitously alleviating public distress, e.g., American Red Cross.~~
- b. ~~Those organizations or groups which raise funds to give relief to specific classes or groups which because of unusual conditions are unable to help themselves, e.g., victims of a community fire.~~
- c. ~~Groups directed and organized toward the benefit of needy persons or worthy projects.~~

2. ~~Character Building Purposes~~

- a. ~~Character building is the act of instilling qualities of morality in an individual, such as truth, honesty, moral vigor, kindness and mental and physical courage. Mental and physical self-discipline have always been considered desirable qualities of character and an organization formed to promote and build these concepts into the character of an individual, particularly a minor person, is properly defined as a character building organization, e.g., Boy Scouts of America. In addition, some athletic organizations which exist for the purpose of building discipline concepts of honesty, fair play, and physical courage qualify as "character building" organizations.~~

USE OF SCHOOL FACILITIES (continued)**PRIORITY FOR FACILITY USE**

Facilities utilization will be prioritized in the following manner (listed in order of priority):

1. ~~Activities and programs directly related to the instructional and educational program(s) of the District.~~
2. ~~Events or activities:~~
 - a. ~~Designed to serve the youth and citizens of the individual school community which are planned and directed by school related groups and;~~
 - b. ~~Connected with community recreational programs.~~
3. ~~Use by community organizations whose primary purpose is service to youth or the improvement of the general welfare of the community.~~
4. ~~Use by individuals or groups who are eligible to rent the facilities for legitimate purposes and whose net receipts are not expended for pupil welfare or charitable purposes.~~

~~SAFETY/REASONABLE USE ISSUES~~

~~Safety/reasonable use issues are defined as follows:~~

1. ~~A facilities use permit does not authorize the use of certain District or student body equipment. Furniture normally accessible will be available without permit. Arrangements for supervision, operation and payment for the use of any special equipment shall be noted at the time of the submission of the online Facilities Use Application to the school administrator.~~
2. ~~No structures may be erected or assembled on school premises nor may any extraordinary electrical, mechanical or other equipment be brought on the premises unless special approval has been obtained from the school administrator and Executive Director, Maintenance and Operations, at submission of the online Facilities Use Application.~~
3. ~~Use of school facilities shall comply with all state and local fire, health and safety laws.~~

~~FEE STRUCTURE~~

1. ~~Non-profit/Youth-serving Groups Group A~~
 - a. ~~“District expense only” shall be charged to non-profit/youth-serving groups whose organizations qualify under the Civic Center Act and who exist for purposes of general character building. Organizations with a fee for participation may be asked~~

USE OF SCHOOL FACILITIES (continued)

~~to comply with the guidelines for a nonprofit organization as determined by the District. If special facilities or services are required at unusual times, or are requested or required at times when normal services are not available, the additional cost of providing such facilities and/or services may be charged. Organizations which qualify for "District expense only" include, but are not limited to, the following:~~

- ~~(1) — Parent Teacher Associations (PTAs).~~
- ~~(2) — Foundations or organizations created for the purpose of benefiting the District.~~
- ~~(3) — Boy Scouts of America, Girl Scouts of the United States of America, and similar youth organizations.~~
- ~~(4) — School employees' organizations.~~
- ~~(5) — Youth athletic organizations.~~
- ~~(6) — Recreational activities sponsored by city government and parks and recreation departments.~~
- ~~(7) — Booster clubs.~~

~~Groups in this category such as PTAs whose sole purpose is to support the students in this district shall be considered to have met the "in kind service" requirement.~~

~~b. — Organizations requesting "District expense only" use of facilities may be asked to qualify under the following guidelines:~~

- ~~(1) — Must be registered as a nonprofit organization with the Secretary of State, Attorney General of the State of California, and recognized as a nonprofit organization by the California Franchise Tax Board.~~
- ~~(2) — Must have an active board of directors or equivalent, none of whom shall receive compensation for their services.~~
- ~~(3) — Must use fees or donations for direct operating expenses of the requesting agency.~~
- ~~(4) — Must not have undistributed reserves that exceed a reasonable amount.~~
- ~~(5) — Must meet the interests and needs of a segment of the community.~~

USE OF SCHOOL FACILITIES (continued)

- ~~(6) — Must generally be open to the public.~~
- ~~(7) — Must have a copy of by laws/charter, philosophy, purpose of organization, available for review upon submission of request.~~
- ~~(8) — Must not involve activities which promote individual gain or reflect in nature a commercial enterprise.~~
- ~~(9) — Must be able to submit a financial report at the request of the District.~~
- ~~(10) — Must meet liability insurance coverage as established by the District.~~

2. — Non-profit Community Groups — Group B

~~a — “Basic rental cost” shall apply to those organizations who charge admission fees or solicit contributions and the net proceeds are not totally expended for the welfare of the students of the District or for charitable purposes. The District charge shall be in amounts sufficient to pay the cost to the District for supplies, utilities and salaries of the District personnel necessitated by the use. Organizations which qualify for “basic rental cost” include, but are not limited to, the following:~~

- ~~(1) — An approved non-profit community group which chooses to use school facilities for a meeting where an admission is charged or where donation or contribution is solicited, and the net proceeds are not expended for welfare purposes or benefit of the students in the District. This would also include an organizational meeting that is closed to the general public.~~
- ~~(2) — All other organizations which meet the legal requirements for usage of school facilities as set by the Education Code.~~

~~b. — Utilization by Religious Organizations~~

- ~~(1) — Use of school facilities for religious services may be granted to organized religious groups for a temporary period of time on a one-time or renewable basis.~~

3. — Commercial Use — Group C

~~Use of facilities for commercial purposes shall apply to all citizens, associations, clubs or organizations which are not qualified for classification as District expense only users or as basic rental cost users, yet are formed for recreational, educational, political, economic, artistic, or moral~~

USE OF SCHOOL FACILITIES (continued)

~~activities. Any monies received may be used for purposes other than the welfare of the students in the District or charitable purposes.~~

- ~~a. — The applicant shall be a responsible citizen or a responsible organization.~~
- ~~b. — The purpose of the meeting shall be to engage in supervised recreational activities or to discuss any subjects and questions which pertain to the educational, political, economic, artistic, and moral interests of the citizens of the school community.~~

APPLICABLE ADDITIONAL REQUIREMENTS

- ~~1. — The Federal government considers that Group A and B applicants are receiving considerable assistance from the District and therefore must abide by all applicable Federal regulations.~~
- ~~2. — Furthermore, in order to receive the benefits of the Group A or B fee schedule from the District (significant assistance), the applicant must agree that:~~
 - ~~a. — They will not discriminate against any person on the basis of disability, race or ethnicity, nationality, gender, sexual orientation or religion.~~
 - ~~b. — Where necessary and in order for an individual with disabilities to be able to participate effectively, the program will be reasonably modified, without increased cost to the participant.~~
 - ~~c. — The modifications or services must be provided unless doing so would fundamentally alter the nature of the program or present an undue burden. Any determination that participation would result in a fundamental alteration of the program or an undue burden, must be made on an individual basis.~~
- ~~3. — No booking will be made which will interfere with any school function, since school activities necessitate the use school facilities. Previously reserved non-school activities may, of necessity, require cancellation.~~
- ~~4. — The District will require the applicant to furnish comprehensive general liability insurance.~~
- ~~5. — All fees shall be paid by check or cashiers check. Checks shall be payable to the Capistrano Unified School District.~~
- ~~6. — Rental rates do not include ushers, stage hands, cafeteria personnel, or other personnel of similar nature, but do include utilities and limited custodial services.~~
- ~~7. — All hours that the facilities are utilized will be billed at rates approved by the Board.~~

USE OF SCHOOL FACILITIES (continued)**APPLICATION PROCESS**

1. ~~The completed online facility use permit application shall be submitted to the school administrator of the facility desired. The automated application is the form and document which allows the school administration and the applicant to arrive at a complete and equitable understanding as to what their desires are regarding the use of school property. Therefore, it is of the utmost importance that the applicants insert all information pertinent to the planned activity and review the rules and regulations of the application.~~

2. ~~When an application shows irregularities which the school administrator believes are unusual, the site administrator shall notify the Superintendent, or designee, who shall review the application. The Superintendent, or designee, will notify the applicant of the time and place for an in-depth review and extend to the applicant an invitation to answer questions which may arise regarding the application.~~

3. ~~The Superintendent, or designee, under the authority of the Board, may deny the use of or cancel any permit for use of school facilities to anyone or any organization if the activity reflects upon any citizen because of race, creed, color, marital status, veteran status, sex, sexual orientation, gender identity, national or ethnic origin, age or disability.~~

4. ~~The Board may request, through the Superintendent, or designee, that it be furnished with a written discourse which the organization intends to present during the course of the planned meeting or activity. If this material shows itself to be in any way contrary to any law, rule, Board Policy, or regulation of the District, the Superintendent, on behalf of the Board, may deny the proposed use by the organization,~~

5. ~~Applicants using school property or facilities must comply with all existing laws, rules, and regulations pertaining to the use and occupancy of school facilities.~~

6. ~~After facility use approval, the school administrator may deny any application or cancel any permit when in his/her opinion the use may be contrary to any existing laws or create a condition which may cause a disturbance or pose a safety hazard.~~

7. ~~All applications should be directed to the school administrator of the facility, not less than ten (10) days before a desired use is to take place.~~

8. ~~Any group using an auditorium or stage area shall not disturb, move or change any existing equipment, except with the permission of the designated school personnel.~~

9. ~~When special activities take place which require extra equipment, such as television lines, etc., the District administration may require, in addition to fees, additional cash deposits to ensure removal of the equipment and to cover the cost of damage caused by the use of such equipment.~~

USE OF SCHOOL FACILITIES (continued)

10. ~~The officers of the Group are responsible for cleaning and returning the facilities to the same condition they were received by the closing time designated on the permit. Groups exceeding allocated times of closure will be assessed a fee sufficient to cover excess service costs, as determined by the fee schedule.~~

LIMITATIONS

1. ~~Smoking shall not be permitted on school District property in accordance with all state and federal tobacco-free work place requirements. No games of chance or lotteries, as defined by Section 319 of the Penal Code, will be permitted on school premises, except bingo games (as authorized by Penal Code Section 326.5) and raffles conducted by nonprofits, subject to compliance with Penal Code Section 320.5 and applicable regulations. Non-profits are allowed raffles under certain circumstances, and must be regulated by the Attorney General of the State of California or raffles (money is not received as the prize) conducted by the following groups of school based organizations whose primary purpose is to raise money for the enhancement of school-related programs:~~

a. ~~CUSD Parent Teacher Association (PTA);~~

b. ~~CUSD School Co-curricular/Extracurricular Support Groups.~~

2. ~~Only school employees are permitted to use the school office or equipment.~~

3. ~~The loan of school furniture and equipment to individuals for personal or private purposes is prohibited.~~

4. ~~The school telephone is available only to employees for official business except in emergencies and when a pay or cell telephone is not available.~~

5. ~~All permits will be issued for specific rooms and for specific hours; therefore, it should be the responsibility of the organization that the unauthorized portions of the building are not utilized.~~

6. ~~Storage of non-District owned items on District property is prohibited except with prior written authorization from the Superintendent or designee. If allowed, a complete inventory of items to be stored and appropriate insurance coverage will be provided to the Executive Director, Maintenance and Operations.~~

7. ~~Facilities use, authorized or unauthorized by the District, shall be subject to all curfews, laws, and local, city/park regulations in terms of access. Unauthorized use of facilities, play areas, and grounds are subject to prosecution for trespassing.~~

USE OF SCHOOL FACILITIES (continued)**SCHEDULE OF FEES**

The current facility use fee structure can be viewed in the Facilities section of the District website. All fees are per hour unless designated otherwise. Personnel costs may vary as the result of negotiated contract settlements.

Fees for single use permits must be paid in full 5 business days prior to the scheduled use.

*Legal Reference:-*EDUCATION CODE

~~10900-10914.5 Community recreation programs~~

~~32282 School safety plan~~

~~37220 School holidays~~

~~38130-38138 Civic Center Act, use of school property for public purposes~~

~~48930. Purpose and privileges of student body organization~~

BUSINESS AND PROFESSIONS CODE

~~25608 Alcoholic beverage on school premises~~

MILITARY AND VETERANS CODE

~~1800—Definitions~~

UNITED STATES CODE, TITLE 20

~~7905 Equal access to public school facilities~~

COURT DECISIONS

~~Good News Club v. Milford Central School, (2001) 533 U.S. 98~~

~~Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384~~

~~Cole v. Richardson, (1972) 405 U.S. 676~~

~~Connell v. Higgenbotham, (1971) 403 U.S. 207~~

~~ACLU v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167~~

~~Ellis v. Board of Education, (1945) 27 Cal.2d 322~~

ATTORNEY GENERAL OPINIONS

~~82 Ops. Cal. Atty. Gen. 90 (1999)~~

~~79 Ops. Cal. Atty. Gen. 248 (1996)~~

Management Resources:-CSBA PUBLICATIONS

USE OF SCHOOL FACILITIES (continued)

Policy

adopted: October 2, 1995

revised: June 14, 1999

revised: September 15, 2000

revised: May 14, 2001

revised: September 8, 2004

revised: September 12, 2005

revised: July 2, 2007

revised: December 10, 2007

revised: June 15, 2010

revised: October 14, 2015

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California



CAPISTRANO UNIFIED SCHOOL DISTRICT
FACILITIES RENTAL FEE SCHEDULE
SCHOOL YEAR 2020/2021

The facility fee schedule includes hourly rates for physical facilities only - staffing charges are assessed separately

Group A No charge to use facilities, custodial support fees apply when necessary	Group B Operational Direct cost to use facilities, plus custodial support as necessary	Group C 10% discount Fair Rental Value, plus custodial support	Group D Fair Rental Value, plus overtime custodial support
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Indoor Facilities

Indoor Facilities	Group A	Group B	Group C	Group D
Classroom - Regular				
	\$0.00	\$4.12	\$15.74	\$17.49
Classroom - Science				
	\$0.00	\$8.51	\$22.30	\$24.78
Classroom - Computer Lab				
	\$0.00	\$9.53	\$22.68	\$25.20
Gym - Large				
	\$0.00	\$67.78	\$118.25	\$178.79
Gym - Small				
	\$0.00	\$36.91	\$72.84	\$110.56
Library				
	\$0.00	\$15.46	\$40.34	\$76.30
Locker Room				
	\$0.00	\$26.67	\$72.91	\$98.41
District Board Room				
	\$0.00	\$21.93	\$51.24	\$56.93
District Training Room/Conference Room				
	\$0.00	\$6.68	\$15.61	\$17.34
Multi-Purpose Room				
	\$0.00	\$25.49	\$80.65	\$115.34
Staff Lounge				
	\$0.00	\$12.61	\$33.67	\$52.22
Performing Arts Center (CVHS & SJHHS)				
	\$0.00	\$213.57	\$538.11	\$597.90
Theater - Small				
	\$0.00	\$65.13	\$129.39	\$153.53
Triton Center (SCHS)				
	\$0.00	\$60.55	\$157.65	\$212.20
Mall				
	\$0.00	\$44.81	\$120.88	\$171.35
Food Court				
	\$0.00	\$32.51	\$92.14	\$118.24

Outdoor Facilities

Outdoor Facilities	Group A	Group B	Group C	Group D
Athletic Fields - Baseball				
	\$0.00	\$14.59	\$37.68	\$56.68
Athletic Fields - Non-Stadium (Natural)				
	\$0.00	\$13.32	\$34.80	\$53.48
Basketball Court				
	\$0.00	\$1.50	\$13.20	\$21.34
Lunch Area				
	\$0.00	\$0.08	\$1.05	\$1.17
Parking Lot				
	\$0.00	\$2.87	\$13.47	\$19.22
Stadium				
	\$0.00	\$36.86	\$272.57	\$352.87
Tennis Court				
	\$0.00	\$4.61	\$24.42	\$31.58
Restroom				
	\$0.00	\$4.45	\$22.67	\$31.11

Pool Facilities

Pool Facilities	Group A	Group B	Group C	Group D
50M Pool				
	\$0.00	\$126.77	\$213.62	\$261.97
50M Pool Per Lane				
	\$0.00	\$11.52	\$19.42	\$23.81
25M Pool				
	\$0.00	\$89.76	\$151.39	\$166.23
25M Pool Per Lane				
	\$0.00	\$11.21	\$18.92	\$20.78

Custodial Support

Additional custodial support is required for all after-hours and weekend events: \$46/hour, minimum 3-hours

DEFINITION OF GROUPS

Group 'A' - Internal/School-Connected Groups (*School-Connected is defined as booster clubs, Foundations, parent-teacher associations aligned with the California State PTA, or other parent-teacher organizations organized specifically for the purpose of supporting district and extracurricular programs such as, but not limited to, athletic teams, debate teams, robotic teams and drama or musical groups.*)

Group 'B' - Youth-Serving Non-Profit and School-Serving Groups & Public Entities (*including but not limited to*)

- A nonprofit organized to promote youth and school activities
- A club organized to promote youth and school activities
- An association organized to promote youth and school activities
- Girl Scouts, Boy Scouts, Camp Fire USA
- YMCA
- A recreational youth sports league that charges participants no more than a nominal fee (\$60 per month)
- Religious organization or church that arranges for and supervises sports league activities

Group 'C' - Religious Organizations

Group 'D' - Other Use *"For Profit and groups not otherwise listed"*



CAPISTRANO UNIFIED SCHOOL DISTRICT
FACILITIES RENTAL FEE SCHEDULE
SCHOOL YEAR 2021/2022

The facility fee schedule includes hourly rates for physical facilities only - staffing charges are assessed separately

Group A No charge to use facilities, custodial support fees apply when necessary	Group B Operational Direct cost to use facilities, plus custodial support as necessary	Group C 10% discount Fair Rental Value, plus custodial support	Group D Fair Rental Value, plus overtime custodial support
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Indoor Facilities

Indoor Facilities	Group A	Group B	Group C	Group D
Classroom - Regular				
	\$0.00	\$4.12	\$15.74	\$17.49
Classroom - Science				
	\$0.00	\$9.02	\$22.30	\$24.78
Classroom - Computer Lab				
	\$0.00	\$11.06	\$22.68	\$25.20
Gym - Large				
	\$0.00	\$75.56	\$156.50	\$197.58
Gym - Small				
	\$0.00	\$43.92	\$99.02	\$121.12
Library				
	\$0.00	\$22.92	\$55.68	\$77.60
Locker Room				
	\$0.00	\$41.32	\$96.48	\$121.82
District Board Room				
	\$0.00	\$21.93	\$51.24	\$56.93
District Training Room/Conference Room				
	\$0.00	\$6.68	\$15.61	\$17.34
Multi-Purpose Room				
	\$0.00	\$40.98	\$106.30	\$130.88
Staff Lounge				
	\$0.00	\$17.22	\$42.37	\$54.44
Performing Arts Center (CVHS & SJHHS)				
	\$0.00	\$213.57	\$538.11	\$597.90
Theater - Small				
	\$0.00	\$65.13	\$133.78	\$153.53
Triton Center (SCHS)				
	\$0.00	\$95.10	\$230.30	\$274.40
Mall				
	\$0.00	\$63.62	\$156.76	\$192.70
Food Court				
	\$0.00	\$39.02	\$99.28	\$118.24

Outdoor Facilities

Outdoor Facilities	Group A	Group B	Group C	Group D
Athletic Fields - Baseball				
	\$0.00	\$21.18	\$50.36	\$63.36
Athletic Fields - Non-Stadium (Natural)				
	\$0.00	\$18.64	\$44.60	\$56.96
Basketball Court				
	\$0.00	\$3.00	\$17.40	\$22.68
Lunch Area				
	\$0.00	\$0.16	\$1.05	\$1.17
Parking Lot				
	\$0.00	\$4.49	\$21.44	\$25.94
Stadium				
	\$0.00	\$36.86	\$295.10	\$352.87
Tennis Court				
	\$0.00	\$4.61	\$36.84	\$43.16
Restroom				
	\$0.00	\$4.45	\$25.34	\$31.11

Pool Facilities

Pool Facilities	Group A	Group B	Group C	Group D
50M Pool				
	\$0.00	\$178.54	\$235.47	\$273.94
50M Pool Per Lane				
	\$0.00	\$16.22	\$22.70	\$24.89
25M Pool				
	\$0.00	\$124.52	\$165.10	\$198.68
25M Pool Per Lane				
	\$0.00	\$15.56	\$20.64	\$22.81

Custodial Support

Additional custodial support is required for all after-hours and weekend events: \$46/hour, minimum 3-hours

DEFINITION OF GROUPS

Group 'A' - Internal/School-Connected Groups (*School-Connected is defined as booster clubs, Foundations, parent-teacher associations aligned with the California State PTA, or other parent-teacher organizations organized specifically for the purpose of supporting district and extracurricular programs such as, but not limited to, athletic teams, debate teams, robotic teams and drama or musical groups.*)

Group 'B' - Youth-Serving Non-Profit and School-Serving Groups & Public Entities (*including but not limited to*)

- A nonprofit organized to promote youth and school activities
- A club organized to promote youth and school activities
- An association organized to promote youth and school activities
- Girl Scouts, Boy Scouts, Camp Fire USA
- YMCA
- A recreational youth sports league that charges participants no more than a nominal fee (\$60 per month)
- Religious organization or church that arranges for and supervises sports league activities

Group 'C' - Religious Organizations

Group 'D' - Other Use *"For Profit and groups not otherwise listed"*



CAPISTRANO UNIFIED SCHOOL DISTRICT
FACILITIES RENTAL FEE SCHEDULE
SCHOOL YEAR 2022/2023

The facility fee schedule includes hourly rates for physical facilities only - staffing charges are assessed separately

Group A

No charge to use facilities, custodial support fees apply when necessary

Group B

Operational Direct cost to use facilities, plus custodial support as necessary

Group C

10% discount Fair Rental Value, plus custodial support

Group D

Fair Rental Value, plus overtime custodial support

Indoor Facilities

Indoor Facilities	Group A	Group B	Group C	Group D
Classroom - Regular				
	\$0.00	\$4.12	\$15.74	\$17.49
Classroom - Science				
	\$0.00	\$9.54	\$22.30	\$24.78
Classroom - Computer Lab				
	\$0.00	\$12.60	\$22.68	\$25.20
Gym - Large				
	\$0.00	\$83.34	\$194.74	\$216.38
Gym - Small				
	\$0.00	\$50.72	\$118.52	\$131.69
Library				
	\$0.00	\$30.39	\$71.01	\$78.90
Locker Room				
	\$0.00	\$55.94	\$130.72	\$145.24
District Board Room				
	\$0.00	\$21.93	\$51.24	\$56.93
District Training Room/Conference Room				
	\$0.00	\$6.68	\$15.61	\$17.34
Multi-Purpose Room				
	\$0.00	\$56.47	\$131.95	\$146.61
Staff Lounge				
	\$0.00	\$21.83	\$51.00	\$56.67
Performing Arts Center (CVHS & SJHHS)				
	\$0.00	\$213.57	\$538.11	\$597.90
Theater - Small				
	\$0.00	\$65.13	\$133.78	\$153.53
Triton Center (SCHS)				
	\$0.00	\$129.65	\$302.95	\$336.61
Mall				
	\$0.00	\$82.44	\$192.65	\$214.05
Food Court				
	\$0.00	\$45.54	\$106.42	\$118.24

Outdoor Facilities

Outdoor Facilities	Group A	Group B	Group C	Group D
Athletic Fields - Baseball				
	\$0.00	\$27.78	\$63.05	\$70.05
Athletic Fields - Non-Stadium (Natural)				
	\$0.00	\$23.97	\$54.40	\$60.44
Basketball Court				
	\$0.00	\$4.49	\$21.61	\$24.01
Lunch Area				
	\$0.00	\$0.23	\$1.05	\$1.17
Parking Lot				
	\$0.00	\$6.10	\$29.40	\$32.67
Stadium				
	\$0.00	\$36.86	\$317.58	\$352.87
Tennis Court				
	\$0.00	\$4.61	\$49.26	\$54.73
Restroom				
	\$0.00	\$4.45	\$28.00	\$31.11

Pool Facilities

Pool Facilities	Group A	Group B	Group C	Group D
50M Pool				
	\$0.00	\$230.30	\$257.32	\$285.91
50M Pool Per Lane				
	\$0.00	\$20.93	\$23.39	\$25.98
25M Pool				
	\$0.00	\$159.27	\$178.81	\$198.68
25M Pool Per Lane				
	\$0.00	\$19.90	\$22.35	\$24.83

Custodial Support

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- A recreational youth sports league that charges participants no more than a nominal fee (\$60 per month)
- Religious organization or church that arranges for and supervises sports league activities

Group 'C' - Religious Organizations

Group 'D' - Other Use *"For Profit and groups not otherwise listed"*

USE OF SCHOOL FACILITIES FEE SCHEDULE

GROUP A = Non-profit, youth-serving

GROUP B = Non-profit

GROUP C = For Profit

NOTE: "Per Use" = Up to eight hours NOTE: Custodian needed at all non-school events NOTE: Facilities Staff Fee applicable on all use	Elementary School			Middle School			High School		
	A	B	C	A	B	C	A	B	C
Type of Use									
APPLICATION FEE	0	50.00	100.00	0	50.00	100.00	0	50.00	100.00
BASKETBALL COURT – Per Hour	0	9.00	20.00	0	9.00	20.00	0	9.00	20.00
Per Season	0	220.00	220.00	0	220.00	220.00	0	220.00	220.00
With Lights – Per Hour, additional	0			12.00	28.00	50.00			
CAFETERIUM (MFMS) – Per Hour				18.00	55.00	100.00			
CLASSROOM – Per Hour	7.00	22.00	35.00	7.00	22.00	35.00	7.00	22.00	35.00
Science Lab – Per Hour	8.00	50.00	90.00	8.00	50.00	90.00	8.00	50.00	90.00
University/College Cost – Per Day		55.00			55.00			55.00	
CONFERENCE ROOM – Per Hour	8.00	25.00	50.00	8.00	25.00	50.00	8.00	25.00	50.00
FIELD (any type, non-stadium) – Per Hour	6.00	7.00	8.00	8.00	11.00	20.00	8.00	25.00	50.00
<i>GROUP A not to exceed \$250/month</i>									
GYM, Large – Per Hour							60.00	80.00	160.00
<i>GROUP A not to exceed \$1,000/month</i>									
GYM, Small – Per Hour							30.00	50.00	100.00
<i>GROUP A not to exceed \$750/month</i>									
LIBRARY – Per Hour	8.00	25.00	50.00	8.00	25.00	50.00	16.00	50.00	75.00
LOCKER ROOM – Per Hour				8.00	28.00	50.00	12.00	44.00	75.00
LUNCH TABLE AREA – Per Hour	0	5.00	6.00						
MALL – Per Hour							26.00	85.00	150.00
Triton Center (SCHS) – Per Hour							26.00	85.00	150.00
MPR – Per Hour	10.00	55.00	100.00	10.00	55.00	100.00			
PARKING LOT – Per Day	10.00	44.00	100.00	10.00	44.00	100.00	10.00	44.00	100.00
POOL, 25-meter – Per Hour							55.00	85.00	150.00
<i>GROUP A not to exceed \$2,000/month</i>									
POOL, 50-meter (CVHS) – Per Hour							75.00	100.00	250.00
<i>GROUP A not to exceed \$2,500/month</i>									
RESTROOM (Set) – Per Hour	5.00	20.00	35.00	5.00	20.00	35.00	5.00	20.00	35.00
STADIUM/TRACK (all) – Per Use							460.00	2,000.00	3,800.00
With Lights – Per Hour, additional							55.00	75.00	200.00
STAFF LOUNGE – Per Hour	8.00	25.00	50.00	8.00	25.00	50.00	8.00	25.00	50.00
TENNIS COURT – Per Hour	6.00	6.00	10.00	6.00	6.00	10.00	8.00	12.00	20.00
With Lights – Per Hour, additional							24.00	32.00	70.00
THEATER (except SJHHS) – Per Hour							85.00	125.00	300.00
AUDIO EQUIPMENT									
Tape Recorder/CD Player – Per Use	5.00	5.00	10.00	5.00	5.00	10.00	5.00	5.00	10.00
Microphone – Per Use	2.00	2.00	6.00	2.00	2.00	6.00	2.00	2.00	6.00
Portable System/Podium – Per Use	10.00	10.00	25.00	10.00	10.00	25.00	10.00	10.00	25.00
Wireless Microphone System – Per Use	25.00	25.00	50.00	25.00	25.00	50.00	25.00	25.00	50.00
CRAFTSMAN – Per Hour	60.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00
CUSTODIAN – Per Hour	46.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00	46.00

USE OF SCHOOL FACILITIES FEE SCHEDULE (Continued)

GROUP A = Non-profit, youth-serving

GROUP B = Non-profit

GROUP C = For Profit

NOTE: "Per Use" = Up to eight hours NOTE: Custodian needed at all non-school events NOTE: Facilities Staff Fee applicable on all use	Elementary School			Middle School			High School		
	A	B	C	A	B	C	A	B	C
Type of Use									
GROUNDKEEPER Per Hour	47.00	47.00	47.00	47.00	47.00	47.00	47.00	47.00	47.00
Facilities Staff Per Hour	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
MECHANICAL EQUIPMENT									
Electric Generator Per Use	50.00	50.00	100.00	50.00	50.00	100.00	50.00	50.00	100.00
Electrical Extensions Per Use	20.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00	20.00
PROJECTORS/SCREENS									
Overhead Projector Per Use	40.00	40.00	40.00	40.00	40.00	40.00	40.00	40.00	40.00
35mm Projector Per Use	60.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00	60.00
50"/70" Tripod Screen Per Use	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
STAGE LIGHTING Per Light Mixer Per Use	15.00	15.00	25.00	15.00	15.00	25.00	15.00	15.00	25.00
VIDEO EQUIPMENT									
Monitor/Receiver/Camcorder Per Use	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
VHS Player/VCR Per Use	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00
LCD Data Player Per Use	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00
WATER HOOK-UP Per Use	4.00	4.00		4.00	4.00		4.00	4.00	

Policy adopted: October 2, 1995
Revised: November 1, 2007
Revised: June 1, 2010

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services
Prepared by: Jennifer Smalley, Assistant Superintendent, School Leadership and Instruction,
Secondary

Date: August 5, 2020

Board Item: Proposed School Start and Dismissal Times for the 2020-2021 School Year

HISTORY

Start and dismissal times are approved by the Board of Trustees annually.

BACKGROUND INFORMATION

Per Board Policy 6111, *School Calendar*, this item seeks approval of the start and dismissal times for each school site for the 2020-2021 school year.

CURRENT CONSIDERATIONS

Approval of the start and dismissal times for the 2020-2021 school year. Although schools are initially opening online, schools plan to use current start and dismissal times.. If a change is needed when students' transition back to campus, staff will return to the Board with the changed schedules to have Trustees ratify the updated start and/or dismissal time.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Approval of Proposed School Start and Dismissal Times for the 2020-2021 School Year.

PREPARED BY: Jennifer Smalley, Assistant Superintendent, School Leadership and Instruction,
Secondary

APPROVED BY: Susan Holliday, Chief Administrative Officer, Education and Support
Services

Start and Dismissal Times 2020-2021

ELEMENTARY SCHOOL	TIMES	ACE	OFFICE HOURS
	START/DISMISSAL Gr. 1-5	LATE START/EARLY OUT TIME	
Ambuehl	7:45 - 2:05	Tuesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Arroyo Vista	8:15 - 2:35	Wednesday 1:20 Dismissal	7:15 a.m. - 3:45 p.m.
Don Juan Avila	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Bathgate	8:00 - 2:20	Wednesday 1:05 Dismissal	7:30 a.m. - 3:15 p.m.
Benedict	7:45 - 2:05	Tuesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Bergeson	7:45 - 2:05	Thursday 12:50 Dismissal	7:15 a.m. - 2:45 p.m.
Canyon Vista	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Castille	7:45 - 2:05	Wednesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Chaparral	8:00 - 2:20	Wednesday 1:05 Dismissal	7:30 a.m. - 3:00 p.m.
Concordia	8:00 - 2:20	Tuesday 1:05 Dismissal	7:30 a.m. - 3:00 p.m.
R. H. Dana	7:45 - 2:05	Thursday 12:45 Dismissal	7:30 a.m. - 3:00 p.m.
R. H. Dana ENF	8:25 - 2:30	Thursday 1:15 Dismissal	7:30 a.m. - 3:00 p.m.
Del Obispo	7:45 - 2:05	Tuesday 12:45 Dismissal	7:00 a.m. - 2:30 p.m.
Esencia	8:00 - 2:20	Wednesday 1:05 Dismissal	7:30 a.m. - 3:00 p.m.
Carl Hankey	8:00 - 2:20	Wednesday 1:05 Dismissal	7:30 a.m. - 4:00 p.m.
Hidden Hills	7:45 - 2:05	Thursday 12:45 Dismissal	7:30 a.m. - 3:00 p.m.
Kinoshita	7:45 - 2:05	Tuesday 12:45 Dismissal	7:20 a.m. - 2:50 p.m.
Ladera Ranch	8:00 - 2:20	Wednesday 9:00 - 2:05	7:30 a.m. - 3:00 p.m.
Laguna Niguel	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Las Flores	7:45 - 2:05	Wednesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Las Palmas	8:00 - 2:20	Tuesday 1:00 Dismissal	7:30 a.m. - 3:30 p.m.
Lobo	7:45 - 2:05	Tuesday 12:50 Dismissal	7:30 a.m. - 3:30 p.m.
Malcom	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Marblehead	7:45 - 2:05	Tuesday 12:45 Dismissal	7:30 a.m. - 3:00 p.m.
Moulton	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Oak Grove	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Oso Grande	8:00 - 2:20	Wednesday 1:05 Dismissal	7:30 a.m. - 3:00 p.m.
Palisades	7:45 - 2:05	Tuesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Philip Reilly	8:00 - 2:20	Wednesday 1:05 Dismissal	7:30 a.m. - 3:00 p.m.
San Juan	7:45 - 2:05	Tuesday 12:45 Dismissal	7:30 a.m. - 3:00 p.m.
Tijeras Creek	7:45 - 2:05	Wednesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Viejo	7:45 - 2:05	Wednesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Vista del Mar	8:15 - 2:35	Tuesday 1:20 Dismissal	7:30 a.m. - 3:00 p.m.
Wagon Wheel	7:45 - 2:05	Wednesday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
George White	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
Wood Canyon	7:45 - 2:05	Thursday 12:50 Dismissal	7:30 a.m. - 3:00 p.m.
MIDDLE SCHOOLS	START/DISMISSAL	LATE START/EARLY OUT TIME	OFFICE HOURS

Start and Dismissal Times 2020-2021

Aliso Viejo	8:45 - 3:25 P0 7:36	Thursday 9:45 - 3:25	7:30 a.m. - 4:00 p.m.
Arroyo Vista	8:00 - 2:40	Wednesday 8:00 - 1:25	7:15 a.m. - 3:45 p.m.
Bernice Ayer	8:45 - 3:25 P0 7:33	Tuesday 9:45 - 3:25	7:30 a.m. - 4:00 p.m.
Capo Virtual/Home School	8:30 am - 3:10	None	
Carl Hankey	8:00 - 2:35	Wednesday 8:00 - 12:15	7:30 a.m. - 4:00 p.m.
Don Juan Avila	8:45 - 3:25 P0 7:38	Thursday 9:45 - 3:25	7:30 a.m. - 4:00 p.m.
Esencia	8:00 am - 2:4 2	Wednesday 8:00am- 1:24	7:30 a.m. - 3:00 p.m.
Ladera Ranch	8:15 - 2:55 P0 7:05	Wednesday 9:15 - 2:55	7:30 a.m. - 4:00 p.m.
Las Flores	8:45 - 3:25 P0 7:42	Wednesday 9:45 - 3:25	7:30 a.m. - 4:00 p.m.
Marco Forster	8:45 - 3:25 P0 7:40	Tuesday 9:45 - 3:25	8:00 a.m. - 4:30 p.m.
Newhart	8:45 - 3:25 P0 7:40	Wednesday 9:45 - 3:25	7:30 a.m. - 4:00 p.m.
Niguel Hills	8:45 - 3:25 P0 7:41	Thursday 9:45 - 3:25	7:30 a.m. - 4:00 p.m.
Shorecliffs	8:45 - 3:25 P0 7:42	Tuesday 9:45 - 3:25	7:30 a.m. - 4:00 p.m.
Vista Del Mar	8:10 - 2:50 P0 7:1 5	Tuesday 8:10 - 1:50	7:30 a.m. - 4:00 p.m.

HIGH SCHOOLS	START/DISMISSAL	LATE START/EARLY OUT TIME	OFFICE HOURS
Aliso Niguel	8:00 - 2:45 P0 6:50	Monday 8:45 - 2:45	7:30 a.m. - 4:00 p.m.
Capistrano Valley	7:55 - 2:45 P0 6:44	Monday 8:37- 2:45	7:00 a.m. - 4:00 p.m.
Dana Hills	7:56 - 2:44 P0 6:42	Monday 8:41 - 2:44	7:00 a.m. - 4:00 p.m.
San Clemente	7:55 - 2:45 P0 6:40	Monday 8:33 - 2:45	7:00 a.m. - 4:00 p.m.
San Juan Hills	7:54 - 2:45 P0 6:54	Monday 7:54 - 2:12	7:00 a.m. - 4:00 p.m.
Serra	8:30 - 1:00	None	8:00 a.m. - 4:00 p.m.
Tesoro	7:52 - 2:45 P0 6:40	Wednesday 8:36 - 2:45	7:00 a.m. - 3:30 p.m.
Cal Prep	8:00 am - 2:45 pm	None	7:30 a.m. - 4:00 p.m.

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services

Date: August 5, 2020

Board Item: 2020-2021 School Calendar

HISTORY

The Superintendent or designee shall recommend to the Board of Trustees a calendar for each school year 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 2020-2021 school calendar was Board approved on May 22, 2019.

BACKGROUND INFORMATION

In preparation for the 2020-2021 school year, staff began working with Capistrano Unified Educators Association (CUEA) to discuss options to provide all teachers the necessary trainings to re-open schools under the approved program models. Typically elementary teachers have a professional learning day one day in August and secondary teachers have a professional learning day, one day in November. To provide teachers adequate time and preparation for the new school year, the teams agreed to move the secondary teacher professional day from November to the same day as the elementary professional learning day, August 13, 2020.

CURRENT CONSIDERATIONS

In collaboration with CUEA, the teams agreed to change the teacher professional learning day (student-free day) to support all teachers in receiving training on the health and safety protocols and online curriculum. The Board of Trustees affirms the Superintendent's decision to move the secondary professional development day to August 13, 2020. This agreement is also outlined in the CUEA Memorandum of Understanding.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Approval of the 2020-2021 School Calendar.

APPROVED BY: Susan Holliday, Chief Administrative Officer, Education and Support Services

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California
2020-2021 SCHOOL CALENDAR

INDEPENDENCE DAY HOLIDAY (Legal Holiday)

ATP Teachers - Pre-Service Days

ATP OPENING DAY OF SCHOOL

New Teacher - Pre-Service Day

Secondary and Elementary School Professional Development

All Teachers - Pre-Service Days

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)

NO SCHOOL- K-12 Pupil-Free Day

~~(Secondary Prof. Dev.)~~ (Elementary Parent Conferences)

MINIMUM DAY Parent Conferences, **Elementary only**

VETERANS DAY (Legal Holiday)

End of Second Progress Reporting Period (High School)

THANKSGIVING RECESS (Recess for Students and Teachers)

THANKSGIVING HOLIDAYS (Legal and Local Holiday)

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)

HOLIDAY TO REPLACE ADMISSION DAY (Local Holiday)

NEW YEAR'S DAY (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 and Teachers)

SPRING HOLIDAY (Local Holiday)

SCHOOL RESUMES

End of Second Progress Reporting Period (High School)

MEMORIAL DAY (Legal Holiday)

ATP LAST DAY OF SCHOOL

ATP Teachers – Last Day of School

Final Exam Days, High School (Minimum 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

(MINIMUM DAY for All Students /Graduation Ceremonies)

LAST DAY OF SCHOOL FOR ALL TEACHERS

Friday, July 3, 2020

Thursday and Friday, August 13-14, 2020

Monday, August 17, 2020

Wednesday, August 12, 2020

Thursday, August 13, 2020

Friday and Monday, August 14 & 17, 2020

Tuesday, August 18, 2020

Tuesday-Thursday, August 25-27, 2020

Monday, September 7, 2020

Tuesday-Thursday, September 8-10, 2020

Tuesday-Thursday, September 15-17, 2020

Friday, October 2, 2020 (33 days)

Friday, October 16, 2020 (43 Days)

Friday, October 30, 2020 (53 Days)

Monday, November 2, 2020

Tuesday-Thurs, November 3-6, 2020

Wednesday, November 11, 2020

Friday, November 13, 2020 (27 Days)

Monday-Wednesday, November 23-25, 2020

Thursday-Friday, November 26-27, 2020

Monday, November 30, 2020

Tuesday-Thursday, December 15-17, 2020

Thursday, December 17, 2020 (80 Days)

Thursday, December 17, 2020 (37 Days)

Friday, December 18, 2020

Monday-Friday, December 21, 2020-January 1, 2021

Thursday and Friday, December 24-25, 2020

Thursday, December 31, 2020

Friday, January 1, 2021

Monday, January 4, 2021

Monday, January 4, 2021

Monday, January 18, 2021

Friday, February 12, 2021

Monday, February 15, 2021

Friday, February 19, 2021 (32 Days)

Friday, February 19, 2021 (59 Days)

Tuesday-Friday, February 23-February 26, 2021

Friday, March 12, 2021 (47 Days)

Monday-Friday, April 5-9, 2021

Friday, April 9, 2021

Monday, April 12, 2021

Friday, April 16, 2021 (35 Days)

Monday, May 31, 2021

Wednesday, June 2, 2021

Thursday, June 3, 2021

Tuesday-Thursday, June 1-3, 2021

Thursday, June 3, 2021 (100 days)

Thursday, June 3, 2021 (53 days)

Thursday, June 3, 2021 (68 days)

Thursday, June 3, 2021

Friday, June 4, 2021

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 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 5:03 p.m.

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

ROLL CALL:

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

The Following speakers addressed the Board:

- *Sourat Darabi spoke regarding schools reopening and the need for masks and social distancing*
- *Liz Swensen spoke regarding reopening of schools in the fall and safety*
- *Katia Morales spoke regarding reopening of schools and safety of students with medical conditions*
- *Katie O'Mara spoke regarding reopening of schools and parents having the options CUSD has provided*
- *Hillary Salway spoke regarding COVID-19 tests results in Orange County and reopening of schools in the fall*

Trustee Holloway joined the meeting telephonically.

The Board recessed to closed session to discuss: Public Health Emergency; Conference with Legal Counsel – Anticipated Litigation; Conference with Legal Counsel – Existing Litigation; Conference with Real Property Negotiators; Public Employee Employment/Appointment; Public Employee Discipline/Dismissal/Release; Conference with Labor Negotiators; Student Readmission.

**Closed Session
Comments**

The regular meeting of the Board of Trustees was called to order by President Reardon at 7:28 p.m.

ROLL CALL:

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

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

**Pledge of
Allegiance**

Trustee Holloway joined the meeting telephonically.

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 McNicholas and seconded by Trustee Bullockus and motion carried by a 7-0 roll call vote to adopt the Regular Board agenda.

**Adoption of the
Board Agenda**

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

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

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– Public Health Emergency

Trustees gave direction to staff.

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

Significant Exposure to Litigation – Three Cases

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

ADR Case Number 20190425

ADR Case Number 20191220

ADR Case Number 20200622

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

Significant Exposure to Litigation – Two Cases

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

OAH Case Number 2019020057

OAH Case Number 2020020370

Agenda Item #3D – Conference with Real Property Negotiators

On agenda item D-1 Property: PA-3 K-8 School No. 2 an approximate 20-acre school site. Trustees gave direction to staff.

On agenda item D-2 Property: South Transportation and Groundskeeping Facility; 5.51 acre property. Trustees voted 7-0 approve first amendment to option to lease real property. This First Amendment to Option to Lease Real Property South Transportation and Grounds Keeping Facility; is a 5.51 acre property located at 26126 Victoria Blvd, Dana Point, CA is made this 15th day of June, 2020, by and between Capistrano Unified School District, a public school district duly organized and validly existing under the Constitution and laws of the State of California and Toll Brothers, Inc., a Pennsylvania corporation.

Agenda Item #3E – Public Employee Employment/Appointment

On agenda item E-1 Trustees voted 7-0 to approve staff recommendation to appoint Jennifer Garrett Smalley, Assistant Superintendent, School Leadership and Instruction, Secondary.

On agenda item E-1 Trustees voted 7-0 to appoint Dave Stewart, Assistant Superintendent, School Leadership and Instruction, Elementary.

On agenda item E-2 Trustees voted 7-0 to adopt Resolution 2021-04, Resolution Delegating Authority to Approve Appointments of Administrators to Superintendent.

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

Trustees voted 7-0 to approve staff recommendation.

Agenda Item #3G – Conference with Labor Negotiators

Trustees gave direction to staff.

Agenda Item #3H – Student Readmission

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

Case #2019-073

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

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

**Board and
Superintendent
Comments
Oral
Communications**

The following speakers addressed the Board:

- *Sue McNair spoke regarding racism*
- *Joy Schnapper spoke representing CUEA*
- *Ronda Walen spoke representing CSEA*
- *Lana Schmidt spoke regarding CUSD Students Against Racism*
- *Stephanie Hu spoke regarding CUSD Students Against Racism*
- *Esther Mafouta spoke regarding anti-racism and anti-bullying*
- *Olivia Fu spoke regarding the Cultural Proficiency Task Force and next steps*
- *Solei Sarmiento spoke regarding CUSD Students Against Racism*

CONSENT CALENDAR

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.

The following speakers addressed the Board:

- *Julie Robertson spoke regarding Apex Learning*

President Reardon asked Trustees for items they wished to pull from the Consent Calendar. Trustee Hanacek pulled agenda item #3.

It was moved by Trustee McNicholas and seconded by Trustee Bullockus 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.

**Donation of Funds
and Equipment
Agenda Item 1
Purchase Orders,
Commercial
Warrants and
Previously Board-
Approved Bids
and Contracts
Agenda Item 2
Change Order No.
2, Bid No. 1920-
04, Aliso Niguel
High School Stem
Building Project
Agenda Item 4**

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

Approval of Change Order No. 2, Bid No. 1920-04 for the Aliso Niguel High School STEM Building Project related to modifications to steel plates, plumbing routing, drainage and fire post indicator valves.

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

Approval of Change Order No. 3, Bid No. 1920-05 for the Newhart Middle School STEAM Building Project related to surveying and re-routing an unforeseen telecom line running through the project footprint, the addition of vaping sensors, irrigation changes, and an additional storm drain.

Change Order No. 3, Bid No. 1920-05, Newhart Middle School Steam Building Project

Approval of the declaration of applicability of 2 Code of Federal Regulations (CFR) 200.320(f) for Food and Nutrition Services procurement via noncompetitive proposals when the item/service is available only from a single source and/or the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.

Agenda Item 5 Declaration of Applicability of 2 CFR 200.320(f) for Food and Nutrition Services Procurement – Various Vendors

Approval of the First Extension of Bid No. 1819-11, Fire Alarm Inspection Services with CAL Building Systems and Time and Alarm Systems. Bid 1819-11 was awarded to the lowest priced vendors per category on March 13, 2019 for the initial term of April 1, 2019 through March 31, 2020, with optional renewal terms.

Agenda Item 6 First Extension of Bid No. 1819-11, Fire Alarm Inspection Services – Cal Building Systems and Time and Alarm Systems

Approval of the First Extension of Bid No. 1819-12, Fresh Produce (Fruits and Vegetables) Products and Service, Category 2 Conventional Produce with Gold Star Foods, Incorporated. Bid No. 1819-12 was awarded to the lowest responsive, responsible bidder on April 25, 2019 for the initial term of April 1, 2019 through June 30, 2020, with optional renewal terms.

Agenda Item 7 First Extension of Bid No. 1819-12, Fresh Produce (Fruits and Vegetables) Products and Services, Category 2 Conventional Produce – Gold Star Foods, Incorporated

Approval of 2020-2021 Internet Access Agreement No. 50248 with Orange County Superintendent of Schools (OCDE) to provide Internet access services to the District.

Agenda Item 8 2020-2021 Internet Access Agreement No. 50248 – Orange County Superintendent of Schools

Approval of 2020-2021 Network Support Services Agreement No. 50051 with Orange County Superintendent of Schools (OCDE) to provide network support services to the District from July 1, 2020 through June 30, 2021.

Agenda Item 9 2020-2021 Network Support Services Agreement No. 50051 – Orange County Superintendent of Schools

Agenda Item 10
52 of 249

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

Approval to utilize the State of California Multiple Award Schedule (CMAS) Contract No. 4-20-51-0084A, General Services Administration Schedule No. GS-06F-0035M, and any subsequent revisions, amendments, and extensions awarded to Carrier Corporation, for the purchase and warranty of heating, ventilation, and air conditioning (HVAC) equipment as needed throughout the District.	State of California Multiple Award Schedule Contract No. 4-20-51- 0084A, General Services Administration Schedule No. GS- 06F-0035M, Purchase and Warranty of Non- Information Technology Goods and Services – Carrier Corporation Agenda Item 11
Approval to utilize the Torrance Unified School District Bid No. 10-04.09.19 for the purchase of furniture and accessories from Culver-Newlin, Incorporated under the same terms and conditions of the public agency's contract.	Torrance Unified School District Bid No. 10- 04.09.19, Classroom and Office Furniture – Culver-Newlin, Incorporated Agenda Item 12
Approval of the SchoolMessenger Renewal Authorization with Intrado Interactive Services Corporation.	SchoolMessenger Renewal Authorization – Intrado Interactive Services Corporation Agenda Item 13
Approval of the Third Extension of Bid No. 1718-09, Refrigeration and Ice Machine Repair Service and Preventative Maintenance with Refrigeration Control Company, Incorporated.	Third Extension of Bid No. 1718- 09, Refrigeration and Ice Machine Repair Service and Preventative Maintenance – Refrigeration Control Company, Incorporated Agenda Item 14
Approval of Amendment Four to the Client Agreement for Digital Curriculum Solutions with Apex Learning Inc.	Amendment Four to the Client Agreement for Digital Curriculum Solutions – Apex Learning Inc. Agenda Item 15

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

Approval of Contract No. CT-042-20010870 with the County of Orange Health Care Agency (HCA) for the California Healthy Kids Survey (CHKS) for 2020-2021 school year.	Contract No. CT-042-20010870 with the County of Orange Health Care Agency Agenda Item 16
Approval of Resolution 2021-01, and the Material Revision to the Charter of California Connections Academy Southern California Charter School.	Resolution No. 2021-01, Resolution of the Board of Trustees to Approve Material Revision to Charter of California Connections Academy Southern California Charter School Agenda Item 17
Approval of Resolution No. 2021-02, For Signature and Acceptance of State Agreement.	Resolution No. 2021-02, for Signature and Acceptance of State Agreement Agenda Item 18
Approval of Broadening the Course of Study: New Secondary Course, Honors World History Mandarin Immersion Program.	Broadening the Course of Study – New Secondary Course, Honors World History Mandarin Immersion Program Agenda Item 19
Approval of Broadening the Course of Study: New Secondary Course, Mandarin Language Arts 9.	Broadening the Course of Study – New Secondary Course, Mandarin Language Arts 9 Agenda Item 20
Approval of the agreement with Dreambox Learning will provide licenses for middle school students enrolled in Math support classes, effective August 1, 2020 through July 31, 2021.	Agreement with Dreambox Learning Agenda Item 21
Approval of the Facilities Use Agreement with Right at School 2020-2021.	Facilities Use Agreement with Right at School 2020-2021 Agenda Item 22
Approval of the College and Career Access Pathways Dual Enrollment Partnership Agreement will enable high school students, who enroll in approved courses at Capistrano	College and Career Access Pathways Dual

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

Valley High School, to receive both college credit and high school credit for courses taught on high school campuses during the 2020-2021 school year.

**Enrollment
Partnership
Agreement with
South Orange
County
Community
College District
Agenda Item 23**

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

**Resignations/
Retirements/
Employment -
Certificated
Employees
Agenda Item 24**

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

**Resignations/
Retirements/
Employment -
Classified
Employees
Agenda Item 25**

Approval of the June 17, 2020 Regular Board Meeting Minutes.

**School Board
Minutes
Agenda Item 26**

Approval of the June 24, 2020 Regular Board Meeting Minutes.

**School Board
Minutes
Agenda Item 27**

President Reardon recognized Gregory Merwin, Chief Academic Officer, Education and Support Services to present the item.

**Reopening of
Schools for 2020-
2021 School Year
Agenda Item 28**

It was moved by Trustee Bullockus and seconded by Trustee McNicholas to limit the speakers time to one minute each. The motion carried 7-0 by a roll call vote.

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

NOES: None

ABSENT: None

The following speakers addressed the Board:

- *Melissa Hayes spoke regarding schools reopening in the fall with no restrictions*
- *Robin Mairs spoke regarding distance learning*
- *Hillary Salway spoke regarding reopening schools*
- *Michelle Rigley spoke regarding reopening schools*
- *Linda Haddock spoke regarding reopening schools and risks*
- *Carole Lockwood spoke regarding distance learning and reopening schools*
- *Roberto Castanos spoke regarding reopening schools and mask requirements*
- *Tiffani Iselin spoke regarding reopening schools and masks*
- *Rachel Sadler spoke regarding distance learning and special education*
- *Kristy Strobel spoke regarding masks and social distancing*
- *Michael Strobel spoke regarding reopening of schools*
- *Paula Rosenzweig spoke regarding reopening of schools in the fall*
- *Julie Robertson spoke regarding the survey results being outdated*
- *Joy Schnapper spoke representing CUEA*

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

- *Gina Reney spoke regarding distance learning being a success*
- *Maribeth Buczacki spoke regarding teachers worried about going back to work*
- *Joe Connor spoke regarding reopening schools and safety*
- *Liz Swenson spoke regarding reopening of schools in the fall*
- *Michele Ploessel-Campbell spoke regarding the cut-off date for parents to decide on reopening options for their students*
- *Dr. Rocky Cifone spoke regarding reopening schools during a pandemic*
- *Leo Spengler spoke regarding reopening and distance learning options*
- *Emily Hayward spoke regarding CUSD becoming #1 for online learning*
- *Stephanie Tarzia spoke regarding reopening in the fall*
- *Catherine Pearlman spoke regarding cleaning and safety if reopening*
- *Clay Sisman spoke regarding reopening and distance learning in the fall*
- *Philip Schlesinger spoke regarding how well distance learning is working*
- *Jamie Cunningham spoke regarding not reopening in the fall*
- *Lindsay Mariani spoke regarding not reopening in the fall*
- *Amanda Denison spoke regarding not reopening in the fall and safety issues*
- *Mark Rivadeneyra spoke regarding reopening and safety risks for teachers with medical issues*

It was moved by Trustee McNicholas and seconded by Trustee Bullockus to approve the Reopening Schools Plan for the 2020-2021 school year. The motion carried 5-2 by a roll call vote.

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

Superintendent Vital requested that the Trustees table agenda items 29, 33, 34, 35, 36, and 37 to the August 5, 2020 Special Board meeting due to time restrictions.

Declaration of Need for Fully Qualified Educators was tabled to the August 5, 2020 Special Board meeting.

**Declaration of
Need for Fully
Qualified
Educators
Agenda Item 29**

President Reardon called for a motion to extend the meeting. It was moved by Trustee McNicholas and seconded by Trustee Bullockus to extend the meeting to 11:30 p.m. The motion carried 7-0 by a roll call vote.

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

President Reardon recognized Susan Holliday, Chief Administrative Officer, Education and Support Services to present the item.

**Second Reading –
Temporary Board
Policy T6146.1,
High School
Graduation
Requirements
Agenda Item 30**

The following speakers addressed the Board:

- *Jodi Barber spoke regarding health class*
- *Temple Liebmann spoke regarding health class*
- *Marci Mednick spoke regarding health class*
- *Michele Ploessel-Campbell spoke regarding graduation requirements*

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

- *Angie Tisdale spoke regarding graduation requirements and outsourcing classes to community colleges*
- *Jessica Geyer spoke regarding health class*

President Reardon called for a motion to extend the meeting. It was moved by Trustee Bullockus and seconded by Trustee Castellanos to extend the meeting to 12:00 a.m. The motion carried 7-0 by a roll call vote.

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

It was moved by Trustee Reardon and seconded by Trustee Bullockus to approve temporary Board Policy T6146.1, *High School Graduation Requirements* as amended. The motion carried 7-0 by a roll call vote.

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

President Reardon recognized Susan Holliday, Chief Administrative Officer, Education and Support Services to present the item.

**Second Reading –
Temporary Board
Policy T5121.1,
Grades/
Evaluation of
Student
Achievement
Agenda Item 31**

It was moved by Trustee Jones and seconded by Trustee Bullockus to approve temporary Board Policy T5121.1, *Grades/Evaluation of Student Achievement*. The motion carried 7-0 by a roll call vote.

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

President Reardon called for a motion to extend the meeting ten minutes. It was moved by Trustee McNicholas and seconded by Trustee Castellanos. The motion carried 7-0 by a roll call vote to extend the meeting ten minutes.

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

President Reardon recognized Susan Holliday, Chief Administrative Officer, Education and Support Services to present the item.

**Second Reading –
Temporary Board
Policy T6111,
School Calendar
Agenda Item 32**

It was moved by Trustee McNicholas and seconded by Trustee Bullockus to approve Temporary Board Policy T6111, *School Calendar*. The motion carried 7-0 by a roll call vote.

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

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

First Reading – Board Policy 0420.4, *Charter School Authorization* was tabled to the August 5, 2020 Special Board meeting.

**First Reading –
Board Policy
0420.4, Charter
School
Authorization
Agenda Item 33**

First Reading – Board Policy 0420.41, *Charter School Oversight* was tabled to the August 5, 2020 Special Board meeting.

**First Reading –
Board Policy
0420.41, Charter
School Oversight
Agenda Item 34**

First Reading – Board Policy 0420.42, *Charter School Renewal* was tabled to the August 5, 2020 Special Board meeting.

**First Reading –
Board Policy
0420.42, Charter
School Renewal
Agenda Item 35**

First Reading – Board Policy 0420.43, *Charter School Revocation* was tabled to the August 5, 2020 Special Board meeting.

**First Reading –
Board Policy
0420.43, Charter
School Revocation
Agenda Item 36**

First Reading - Board Policy 5112.1, *Exemptions and Exclusions from Attendance* was tabled to the August 5, 2020 Special Board meeting.

**First Reading -
Board Policy
5112.1,
Exemptions and
Exclusions from
Attendance
Agenda Item 37**

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

**First Reading –
Board Policy 1330,
Use of School
Facilities
Agenda Item 38**

It was moved by Trustee McNicholas and seconded by Trustee Bullockus to waive the second reading. The motion passed by a 6-0-0-1 roll call vote.

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

It was moved by Trustee Bullockus and seconded by Trustee McNicholas to approve the First Reading - Board Policy 1330, *Use of School Facilities*. The motion passed 6-0-0-1 by a roll call vote. Per Board Policy 9311, *Board Policies*, if action is taken to waive the second reading with less than a unanimous vote of the total Board, the policy shall be resubmitted for ratification at the next Board meeting. Therefore, this item will come back on the August 5, 2020 Special Board meeting for ratification.

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

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES OF REGULAR MEETING
JULY 15, 2020
EDUCATION CENTER – BOARD ROOM

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

**Independent Contractor, Professional Services, Field Service, and Master Contract Agreements
Agenda Item 3**

It was moved by Trustee Hanacek and seconded by Trustee Bullockus to approve Independent Contractor, Professional Services, Field Service, and Master Contract Agreements. The motion carried 6-0-0-1 by a roll call vote with Trustee Reardon recusing himself.

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

It was moved by Trustee McNicholas and seconded by Trustee Reardon to adjourn the meeting, motion carried 7-0 by a roll call vote.

Adjournment

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

President Reardon announced the meeting adjourned at 12:10 a.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: Kirsten Vital, Superintendent
Clark Hampton, Deputy Superintendent
Greg Merwin, Chief Academic Officer, Education and Support Services

Date: August 5, 2020

Board Item: Approval of Addendum to Reopening Schools Plan for 2020-2021 School Year

OVERVIEW OF OBJECTIVES

Staff presents an addendum to the Reopening Schools Plan for the 2020-2021 school year. This report provides updates on planning and implementation for safely and successfully returning to school in fall of 2020. The District is committed to returning to the traditional school format prior to COVID-19 as soon as it is safe to do so. However, it is recognized that county and state guidelines regarding health and safety measures will not allow this to occur at the start of the 2020-2021 school year due to Orange County being on the California Department of Public Health (CDPH) “watch list.” Given the continued uncertainty of the COVID-19 pandemic, and in response to guidance from the local and state levels, the Reopening Schools plan is comprehensive, flexible, and embraces the values of the community.

The Board Report provides updates and new information on the following objectives: 1) the State’s response to COVID-19 and a new Reopening Framework; 2) the four critical components of the reopening plan in response to key community values; and 3) timelines for implementation. The July 15, 2020, Board Report, is included as Addendum #1 where the background and history of COVID-19 and detailed information regarding all four components can be accessed. (Addendum #1)

Components of the Reopening Schools Plan

Staff presents updates on the planning and implementation on the critical components of the Reopening Schools Plan:

- **Component #1:** Proactive and responsive health and safety measures for students, families, and staff
- **Component #2:** A “commitment to excellence” in curriculum and instruction which provides options and flexibility to students and families, and differentiates support for all learners through strong educational programs and learning opportunities
- **Component #3:** Strong emphasis and integration of mental health and emotional support, social emotional learning, and cultural diversity
- **Component #4:** Innovative “on campus” learning models to be implemented when Orange County meets the California Department of Public Health criteria for reopening, and with

Board approval; and online learning that features academic rigor, consistency, and engaging educational experiences for all students.

Components of Reopening Plan: Infographic and Website

Staff has organized information and resources into these four components on the Reopening website. An overview of the four components are included in a one-page [infographic](#) for the community to access. This infographic can be accessed on the District's website. (Addendum #2)

HISTORY

Reopening In-Person Learning: Framework for K-12 Schools

On July 17, 2020, the California Department of Public Health issued the "COVID-19 and Reopening In-Person Learning: Framework for K-12 Schools in California, 2020-2021 School Year." The new framework includes specific epidemiological data to determine when schools may provide in-person learning. (Addendum #3)

As outlined in the CDPH Reopening In-Person Learning Framework, **schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction that has not been on the county monitoring list within the prior 14 days.** Orange County is defined as a local health jurisdiction (LHJ). If the LHJ has been on the monitoring list within the last 14 days, **the school must conduct distance learning only**, until their LHJ has been off the monitoring list for at least 14 days. The District is located within the Orange County Health Care Agency (OCHCA) LHJ.

The California Department Public Health (CDHP) uses indicators to track the level of COVID-19 infection in each California county and the preparedness of the county health care system. This data is used to determine whether a County's schools may reopen for in-person instruction, as per the CDPH Framework. A county must meet all criteria below in both "elevated disease transmission" and "hospitalization rates" for 14 consecutive days.

Elevated Disease Transmission

A county is flagged for elevated disease transmission criteria if:

1. Case count more than 25 per 100,000 population over a 14-day average
2. Positivity rate more than 8 percent over a 7-day average
3. **OR** case count of more than 100 per 100,000 over a 14-day average **and** positivity rate of less than 8 percent over a 7-day average

Hospitalization Rates

A county is flagged for elevated disease transmission criteria if:

1. Number of patients hospitalized with COVID-19, and **ONE** of the following two measures:
 - Percentage of intensive care unit (ICU) beds available (<20% ICU Beds Available) **OR**
 - Percentage of ventilators available (<25% Ventilators Available)

California Department of Public Health County Data Monitoring Chart

CDPH posts Orange County's progress toward meeting the criteria for the in-person reopening of schools. The information may be found at [County Data Monitoring Chart](#). The data shown below in the chart is for Orange County for August 1, 2020. There is a seven day lag on updates for data. The District is monitoring the data referenced from this CDPH site. While the number of new cases in Orange County is also reported daily on the [Orange County, CA COVID-19 Case Count](#) website, it should be noted that this data is "raw" and may include errors. The data used by the CDPH is considered accurate because data corrections include changes to the individual's county of residence or additional reports of testing or results. The data for "increasing hospitalization" and "limited hospital capacity" are considered "non-applicable" (N/A) because the County has met these criteria as of August 1, 2020. The CDPH data also represents a 14-day average rather than an individual point in time in order to provide more accurate data.

Orange County on Watch List

Currently, Orange County (OC) remains on the California Department of Public Health "Watch List" as indicated in the information and chart below. As of the latest CDPH Data Monitoring Table posting, dated August 1, 2020:

- Orange County does not meet the criteria for Elevated Disease Transmission.
 - OC has more than 25 cases per 100,000 population
 - OC has 149.5 cases per 100,000 population
 - OC has more than 8% tests which are positive
 - OC has 11.7% tests which are positive
- The County does meet the Hospitalization Criteria:
 - Decrease of at least 10% of hospitalizations over a three day period
 - More than 20% of the ICU beds available in the county
 - More than 25 % of the ventilators available in the county

Once the County has met the above criteria for 14 consecutive days, schools in the county may be eligible to reopen for in-person learning. The Orange County Health Care Agency is developing a countdown "clock" to monitor the number of days needed for schools to reopen. Staff will include this "clock" on the Reopening website as soon as it is made available.

		Elevated Disease Transmission		Increasing Hospitalization	Limited Hospital Capacity	
Threshold	<150	Case Rate >100 OR Case Rate > 25 AND Positivity > 8%		>10% Increase	<20% ICU Beds Available OR <25% Ventilators Available	
County	Ave # tests per day (per	Case rate per	Testing positivity	% Change in 3-day avg COVID+	% ICU beds	% Ventilators

	100,000 population) (7 day average with a 7 day lag)	100,000 (14 days)	(%age) (7 day average with a 7 day lag)	hospitalized patients	currently available	currently available
Orange County	158.5	149.5	11.7	N/A	N/A	N/A

Definitions of Key Data

Definitions of key data are included in **Addendums #4 and #5** regarding information on COVID-19 criteria on elevated disease transmission and hospitalization rates.

Waiver to Allow Elementary Schools to Reopen In-person Learning

The CDPH Framework includes a waiver process to consider reopening elementary schools prior to meeting the in-person learning criteria as previously outlined. The Orange County health officer may grant a waiver to allow elementary schools to reopen in-person instruction if the waiver is requested by the Superintendent, and in consultation with labor, parents and community-based organizations. When considering a waiver request, the local health officer must review local data and consult with the California Department of Public Health (CDPH). As of July 31, 2020, the OCHCA has not provided specific waiver criteria or clearly defined the process.

CURRENT CONSIDERATIONS

Updates are being provided on preparations and implementation of each of the 4 foundational components: 1) health and safety for students, families, and staff; 2) curriculum and instruction; 3) mental health, emotional support, and cultural diversity; and 4) flexible and innovative program models.

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

The first key component of the Reopening Schools Plan is addressing the health and safety of students, teachers and staff at school with measures defined by the California Department of Public Health and Orange County Health Care Agency guidelines.

School Modifications Required Due to Framework Criteria

Prior to a complete lifting of the “stay at home” order in Stage 4 of the State Resiliency Road Map, school operations will continue to be modified. **When conditions improve as determined by the California Department of Public Health Framework criteria, the District’s plan will provide learning programs that allow students to return to campus. As of August 1, 2020, due to the fact that Orange County is on the state “watch list” for the previously described criteria, all schools are planning to open with 100% online learning.**

On July 17, 2020, the California Department of Public Health released an updated “COVID-19 Industry Guidance: Schools and School-based Programs.” All Reopening Plan safety and health measures align with current CDPH and OCHCA guidelines. As a public entity, the District is required to meet a standard of care for its students, and CDPH and OCHCA guidance provides such a standard. Staff recognizes that guidelines may continue to change prior to implementing “in-person learning.” The Reopening Plan’s health and safety protocol can be adjusted to reflect new guidance. The revised CDPH guidance document is located on the Reopening School website. (Addendum #6)

Safety and Health Practices as Defined by California Department of Public Health

The safety and health practices that will be followed in the District’s Reopening Schools Plan are described in detail in the CDPH document. The District will continue to monitor and observe any updates in the guidance prior to implementing “in-person learning.” The practices and procedures included in the CDPH guidance are:

Encouraging Physical Distancing, Limiting Gatherings, and Minimizing Contact

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

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

- Education Campaign to Encourage Students and Families to Stay Home When Ill and to Practice Appropriate Hygiene and “Etiquette”
- Screening for Symptoms or Possible Exposure
- Health Room for COVID-19 Symptoms
- Plan for potential of school closure(s)
- Communication plan
- Options for staff members who are at-risk of health complications

Personal Protective Equipment (PPE), Cleaning, and Sanitization

- Protective cloth face coverings and face shields
- Disposable face coverings and gloves
- Hand-washing stations and scheduled hand-washing breaks
- Daily cleaning and sanitizing

Process and Measures for Positive Cases of COVID-19 and Potential School Closure

The California Department of Public Health (CDPH) and Orange County Health Care Agency (OCHCA) provide guidance for schools for when a staff member, child, or visitor is ill. CDPH also includes guidance for districts to determine when to consider school closure due to COVID-19.

The CDPH Reopening in-Person Learning Framework identifies specific measures to be taken when a student, teacher or staff member has symptoms or if there is contact with someone infected

or is diagnosed with COVID-19. The steps and measures taken are included in the table below. The District works closely with the OCHCA COVID-19 Schools Division in actions taken and specific communication to individuals and the community.

Process and Measures for Positive Cases of COVID-19

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms: (e.g. fever, cough, loss of taste or smell, difficulty breathing)	<ul style="list-style-type: none"> ● Send home ● Recommend testing (If positive, see #3, if negative, see #4) ● School/classroom remain open 	<ul style="list-style-type: none"> ● No Action needed
2.	Close contact (†) with a confirmed COVID-19 case	<ul style="list-style-type: none"> ● Send home ● Quarantine for 14 days from last exposure ● Recommend testing (but will not shorten 14- day quarantine) ● School/classroom remain open 	<ul style="list-style-type: none"> ● Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> ● Notify the local public health department ● Isolate case and exclude from school for 10 days from symptom onset or test date ● Identify contacts (†), quarantine & exclude exposed contacts (likely entire cohort (††) for 14 days after the last date the case was present at school while infectious ● Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) ● Disinfection and cleaning of classroom and primary spaces where case spent significant time ● School remains open 	<ul style="list-style-type: none"> ● School community notification of a known case
4.	Tests negative after symptoms	<ul style="list-style-type: none"> ● May return to school 3 days after symptoms resolve ● School/classroom remain open 	<ul style="list-style-type: none"> ● Consider school community notification if prior awareness of testing

(†) *A contact is defined as a person who is less than 6 feet from a case for more than 15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.*

(††) *A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.*

COVID-19 Testing of School Employees

Testing school employees for COVID-19 is addressed in the Reopening In-person Learning Framework from CDPH. The document states, “Once schools are reopened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases **as lab testing capacity allows.**” As essential workers, “School districts and schools shall test staff periodically, as **testing capacity permits and as practicable.**” The District will continue to work closely with the Orange County Health Care Agency and their guidance regarding testing implementation when in-person learning begins.

Guidance on School and District Closure

According to CDPH, “when a student, teacher or staff member tests positive for COVID-19 and has exposed others at the school,” the District will consult with the OCHCA. After consultation, the Superintendent or designee may decide “whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.” As per the revised CDPH guidance, closure is considered using the following thresholds:

“Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. **Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.** The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data” (p. 4).

Closure of a school district may be considered if “25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department” (p. 5).

Guidance on Reopening Schools and Districts

In consultation with the Orange County Health Care Agency (OCHCA), schools may typically reopen after 14 days, and after a public health investigation and cleaning and disinfecting have both occurred. Districts may typically reopen after 14 days as well, again in consultation with OCHCA.

Transportation, Sports, and Nutrition

The following is updated planning and implementation regarding transportation, sports, and nutrition as related to the most recent CDPH health and safety guidelines and distance learning requirements:

- **Transportation:** The Transportation Department has posted an [FAQ document](#) on its website to answer a number of reopening questions.

All students with special needs, whose IEP requires service, will be transported. However, capacity and staff limitations will reduce available routes for general education students. Assuming all 92 bus driver positions are filled, along with 15 substitute drivers, the department should be able to provide service to all elementary students as served in 2019-20. Priority will be given to Title I sites and Every Student Succeeds Act (ESSA) routes. Service to elementary sites will be provided for morning start times and afternoon dismissal. Limited staff and equipment resources do not allow for mid-day pickup or drop off. Elementary families who select OPTION B (50% on campus, 50% at home) will be responsible for mid-day transportation. Transportation will work with secondary sites, possibly dropping off and picking up students at adjusted times, to accommodate as many middle and high school students as possible. Priority will be given to those schools with high volume of passengers and when walking routes are limited or unavailable. The Bus Pass office reopened on July 16, 2020, to begin accepting applications. Renewal applications submitted during the spring (March-May), will be placed and assigned a bus pass first. Applications received during the application window beginning July 16, 2020, will be placed on a first come, first serve, basis. Once seating capacity is reached on a route, remaining applicants will be notified and placed on a waiting list. Refunds will be issued for any applications not issued a pass. If a Renewal request was submitted and a family decides to choose the 100% online option, the bus pass is cancelled and any applicable fees will be refunded. Applications for after school program transportation will also be accepted. Passes will be issued based on staff and equipment availability. As soon as the Bus Pass has processed these applications, parents will be notified if a bus pass will or will not be issued. In these cases parents may also request to be placed on a waiting list. If a seat becomes available the Bus Pass Office will contact them immediately.

As athletics will be significantly reduced and field trips into the community will be limited due to safety concerns and CDPH guidance, extracurricular and athletic transportation will not be available.

- **Sports:** All sports will comply with restrictions and state and county guidelines that are in place at the time. California Interscholastic Federation (CIF) released their CIF Southern Section Update on July 20, 2020, stating that the 2020-2021 athletic seasons will be truncated into two seasons of sport; fall and spring. This is being done primarily to help with the spacing between particular sports and the overlap of sports between seasons, in addition to COVID-19 health and safety concerns.

The sports and their new seasons are provided below. The earliest date for the “Fall Season” to begin is December 14, 2020. Staff is in the process of developing a plan to communicate and prepare for sports opening this December.

Fall Sports	Spring Sports
Boys/girls cross-country	Badminton
Field hockey	Baseball
11-man football	Boys/girls basketball
8-man football	Competitive sport cheer
Gymnastics	Boys/girls golf
Traditional competitive cheer	Boys/girls lacrosse
Boys volleyball	Boys/girls soccer
Girls volleyball	Softball
Boys water polo	Boys/girls swimming/diving
Girls water polo	Boys tennis
	Girls tennis
	Boys/girls track and field
	Boys/girls wrestling

- Nutrition Services:** In accordance with California Education Code (EC) Section 49550, school districts are required to provide nutritionally adequate meals to all pupils eligible for free and reduced-price meals every school day. Senate Bill 98, Education Finance: Education Omnibus Budget Trailer Bill (Chapter 24, Statutes of 2020) was amended and signed into law on June 29, 2020. Section 34 of the 2020 Budget Act amends *EC* Section 49550 to add distance learning as an instructional model and requires school districts to provide nutritionally adequate meals for pupils eligible for free and reduced-price meals whether engaged in in-person instruction or distance learning. A nutritionally adequate meal (breakfast and lunch) must meet the federal meal pattern requirements as defined in *EC* Section 49531. Nutrition Services will ensure nutritionally adequate breakfast and lunch meals are available to all students on school days whether they are at school or learning virtually.

Since March 16, 2020, Nutrition Services has utilized waivers from the USDA and CDE allowing non-congregate meal distribution, parent/guardian meal pick-up, and permission for the meal program to follow a Seamless Summer Option feeding model with extended area eligibility allowing all children under 18 to receive free meals. Waivers for non-congregate meal distribution and parent/guardian meal pick-up have been extended by the

USDA through June 30, 2021. The USDA has not extended a waiver for universal free meals going into the 2020-2021 school year. Unless this changes before August 18, 2020, students qualifying for free or reduced-price meals will receive their meals for free and students not qualifying for free or reduced-price meals will be charged per current paid meal rates. All students will need their 7 digit identification number to pick up meals.

With the current plan to open school with 100% online learning, Nutrition Services will provide meals to all students at 16 serving sites starting August 18, 2020. Families can pick up their meals at any of these sites. Families qualifying for free or reduced-price meals receive meals for free. Families not qualifying for free or reduced-price meals are charged per current paid meal rates. Meals will be available on Mondays and Wednesdays. Families/students will need their 7 digit identification number to pick up meals.

The 16 serving sites include:

Aliso Niguel High School
Capistrano Valley High School
Dana Hills High School
San Clemente High School
Carl Hankey K-8
Esencia K-8
Arroyo Vista Middle School
Don Juan Avila Middle School

Ladera Ranch Middle School
Las Flores Middle School
Marco Forster Middle School
Newhart Middle School
Niguel Hills Middle School
Hidden Hills Elementary
Las Palmas Elementary
San Juan Elementary

Nutrition Services follows food safety standards monitored by OCHCA and Food Safety Systems service. All staff will receive training prior to school starting regarding social distancing guidelines, sanitation practices, and Covid-19 related protocols for returning to school. Staff participate in daily health screenings, wear proper PPE, hand-wash/hand-sanitize frequently, frequently clean/disinfect high-touch areas, and have been staffed to accommodate social distancing.

When schools open with in-person learning programs, Nutrition Services will provide meals to all students on campus and will continue to provide meals to all students learning online. Identification of children receiving free and reduced-price meal benefits is prohibited under the National School Lunch Act and in California *Education Code (EC)* Section 49557. Nutrition Services staff complies with these confidentiality regulations for all meal transactions. When in-person learning resumes, school principals will include designated meal periods for all students to have equal access to meals and prevent overt identification of students qualifying for free and reduced-price meals:

- **Meals will be available to all students on campus and meal service operations will accommodate social distancing for staff and students.** Practices to accommodate social distancing include staggered meal times, signage and floor markings to indicate social distancing, sneeze guards or face shields over protective cloth face coverings, longer meal periods to accommodate social distancing through service lines, handwashing or sanitation station at beginning of line prior to entry, contactless meal service, and cashless transactions.

- **Take home meals will be available for all students going to school half-day or on certain days of the week.** For example, a student attending an afternoon cohort will have the option to take breakfast home to eat the following day; a student attending school on Mondays and Wednesdays will have the option to take breakfast and lunch home for school days they are not on campus. Students must have their 7 digit identification numbers to pick up meals.
- **Grab & Go meals will be available to all students learning 100% virtually.** Families can pick up meals to be eaten and stored at home. Families and students must have their 7 digit identification numbers to pick up meals.

Securing Equipment and Supplies for Health and Safety Guidelines

Staff has ordered and delivered equipment and supplies to school sites and District work locations. See Addendum #7 for the items and quantities ordered by the District as well as equipment and supplies provided through the Orange County Department of Education. All Personal Protective Equipment has been delivered to school sites, and any remaining supplies and equipment required for in-person learning programs will be delivered to all schools prior to August 18, 2020. (Addendum #7)

#2: Curriculum and Instruction

The second key component of the Reopening Schools Plan is curriculum and instruction. The centerpiece of the plan is a robust, consistent, flexible, and engaging curriculum that aligns with the District's core values and will be successfully delivered both in a traditional school setting and online. The following are planning and implementation updates for Component #2. Please refer to the July 15, 2020, Board Report in Addendum #1 for the comprehensive plan for this component.

Online Curriculum and Learning Management System

- **Canvas Learning Management System (K-12):** Canvas is a cloud-based learning management system (LMS) that will be used in grades K-12. The Canvas platform offers user-friendly functionality for online learning including standards-based grade books, customizable student assessments, course content authoring, mobile communication and more. Teachers and administrators are currently being provided with training in Canvas. Paraeducators and other classified staff who will be supporting students' learning will be provided training in Canvas prior to the start of the school year. Parents and families will be provided with Canvas video tutorials beginning the week of August 3, 2020, to familiarize themselves with the new system. Finally, students will be supported by their teachers during the first week of school with successfully navigating Canvas.
- **Preschool and Transitional Kindergarten:** The current curriculum for preschool and transitional kindergarten is the "Big Day" curriculum and it is available online. Preschool (PK) and Transitional Kindergarten (TK) teachers are currently placing curriculum in Canvas by themes in order to open with online instruction. Both PK and TK will receive Canvas basics training and curriculum in Canvas training specific to their level on August 13, 2020.
- **Elementary (K-5):** Courses have been created inside of Canvas for each grade level, kindergarten through fifth, in English Language Arts, English Language Development,

Math, Science, History Social Science, Physical Education, Music, and Social Emotional Learning using district adopted and standards aligned curriculum. Online courses are also being developed for both the Mandarin and Spanish Immersion programs. A team of general education and special education elementary teachers and curriculum specialists have completed the online modules for the first trimester and second trimesters. The final trimester will be completed by December 18, 2020. Kindergarten through grade 5 teachers will receive grade level specific curriculum training during their Canvas training. Training will be provided during the Professional Learning Academy, during the week of August 3, 2020 through August 7, 2020; teachers who cannot attend during the Professional Learning Academy will be trained on August 13, 2020.

- **Secondary (6-12):** Secondary teachers will be utilizing a combination of District developed online curriculum and online curriculum developed by Apex Learning and UC Scout. Over 130 secondary Courses will be finalized by District teachers the week of August 3rd. These courses represent content courses developed entirely by teachers or built out (supplemented) from Apex and UC Scout. These include several elective courses including Advancement via Individual Determination (AVID), English Language Development, as well as language immersion courses. The courses are designed so that students can engage in the learning independently while being supported through daily interaction with a teacher. This will enable teachers to focus on more interactive activities when students are in attendance with them at school or during live instruction online.

Training is being offered to all teachers in the new resources, Canvas, Apex Learning, and UC Scout. Secondary teachers will receive content area Canvas overviews delivered by the District curriculum development team during the Professional Learning Academy from August 3, 2020 to August 7, 2020. Course overviews and Apex training will be recorded and provided to all staff for both initial and ongoing professional development. In addition, all District curriculum development teams will be sharing video recording tutorials to content teams to support site collaboration and comfort with District developed curriculum.

- **Initial and Ongoing Instructional Delivery Training for Teachers and Staff:** In addition to training to learn about the new curriculum and Canvas, training will also be provided by District staff to reinforce best practices for online and in class blended instructional practices. To support teachers' competency with online teaching strategies, training will be provided beginning August 10, 2020, at both the beginner and intermediate levels, for all teachers to learn new strategies that increase student engagement, provide more effective teacher feedback, and utilize additional online educational resources through Google.

Chromebooks for Every Student in Grades K-12 for Access to Online Curriculum

In order to ensure that every student has access to online curriculum and learning resources, the Board approved the purchase of additional Chromebooks at the July 15, 2020, Board meeting. Funds from the Federal CARES Act, which are one-time monies that must be spent prior to December 31, 2020, will be used to purchase the additional Chromebooks. In order for students to use Chromebooks during extended learning in outdoor classroom spaces, Trustees also approved the expansion of network coverage for outdoor learning spaces where necessary. Outdoor wireless at all elementary sites will cost \$215,000 and will be funded by the Federal CARES Act.

- **Distribution of Chromebooks for Beginning of the Year:** Elementary, middle, and high schools will start the school year with a “need based” checkout of Chromebooks to families. Sites will checkout Chromebooks that are currently on site to families. It is important to note that, in the event schools open for in-person learning, there may be classes without Chromebooks as these were used for checkout.

Sites will manage Chromebook checkout stations where families who have expressed a need for a device will be able to give their student ID number and staff can quickly enter the ID number and Chromebook numbers into Aeries, then move to the next student. This can support a drive-by registration station or individual appointment system. Staff is using Aeries due to the number of employees who have access to the system, increasing checkout stations and preventing car backups. Logistically, sites are already planning for an influx of people in the registration process, so the checkout will allow principals to plan whether to complete checkout during registration or after as an appointment based checkout. Supplies are limited; therefore, it is imperative that these devices are checked out to the students and families in greatest need.

Any devices checked out will not be available for in class instruction should schools reopen before the 1:1 Chromebook program begins. Principals and site staff will identify which families need a device or hotspot. This worked successfully in the second round of Chromebook checkout in March, using all 58 school sites and site knowledge of need. Staff will also continue to pursue more reliable internet connection services through AT&T and Cox that families can purchase for around \$10 per month.

- **1:1 Chromebook Program:** The 1:1 Chromebooks are expected to arrive in the warehouse in October 2020 and will be delivered to school sites once configured and entered into the inventory system. These Chromebooks will be checked out in the same technical manner as the start of school Chromebook program. Sites will have control over the logistics and use Aeries to manage the checkout data entry.

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

The third key component of the Reopening Schools Plan is the strong emphasis and integration of mental health and emotional support, and the prioritization of cultural diversity, for students, staff, and families. The plan provides training prior to the beginning of the school year for site administrators, District managers, and teachers to develop new social emotional learning techniques and cultural awareness that can be integrated throughout the school day and in every subject. This plan will complement the lessons and support that are already being implemented by school counselors.

The following includes new updates on training and implementation in Component #3. Please refer to the July 15, 2020, Board Report in Addendum #1 for the comprehensive plan for this component.

Mental Health and Social Emotional Learning

The following trainings are being provided for managers and teachers in the areas of mental health and social emotional learning:

- **Social Emotional Learning, Mental Health Strategies, and Trauma Resiliency:** All District administrators were trained on July 22, 2020, in social emotional learning competencies and emotional support strategies. Teachers are receiving training during the Professional Learning Academy from August 3, 2020 to August 7, 2020, in social emotional learning, mindfulness strategies, and trauma informed resiliency.

District's Cultural Proficiency Task Force and Cultural Diversity

The Reopening Schools Plan prioritizes an increased awareness of the value and importance of inclusive and equitable practices throughout the District. The following are updates in this important area:

Cultural Proficiency Task Force: The Superintendent and Executive Cabinet joined the Task Force and will continue to be active members in 2020-2021. Meetings for the upcoming school year will be held monthly beginning in August. Collaboration on the identification of key priorities and measurable goals and soliciting on-going input from stakeholders will inform the development and implementation of a three-year action plan. The progress that has occurred over the past few weeks is outlined below:

- The Cultural Proficiency Task Force launched a website that includes a list of its members, meetings agendas, and its mission statement. The website address is <https://capousd-ca.schoolloop.com/cultural>.
- All administrators attended the Capistrano Unified Management Association (CUMA) Leadership Conference on July 22, 2020 and engaged in learning at the Equity Driven Leadership and Cultural Proficiency sessions. A survey was distributed to solicit input on recommendations for policies and practices to improve outcomes for all students. Next steps are to utilize the feedback in the development of the action plan which will be presented at the October 6, 2020, Board workshop.
- Welcoming Schools/Safe Space student poster contest winners were identified. Next steps are to print the winning posters for school sites and post them on the District website and social media. This will be completed prior to school opening.
- Staff attended the online Restorative Practices for Educators training to learn how to offer the training virtually for the 2020-2021 school year. Planning is underway for virtual training for employees in Restorative Practices during the school year.
- Staff will meet with student representatives to review policies related to suspension and school discipline on August 4, 2020. Student input will be utilized as revisions are made to policies including those outlined in the Discipline Handbook. The revisions will be completed before the beginning of the school year. Administrator trainings in the discipline procedures are being scheduled for the beginning of the school year as well.
- Staff reviewed two implicit bias online training options to provide potential training included with the annual Policy Acceptance procedures and/or staff training in the fall of 2020. Next steps are for additional stakeholders to review the proposed options to come to consensus on a selection. Trustees will be provided with an update at the August 19, 2020, Board meeting regarding the training that will be implemented this year.
- The District "complaint website" accessibility was improved by moving it from a location at the bottom of the web site to 2 additional locations that are more visible. The link was added to the "I'm Looking For..." short-cut menu as well as under the Resources section on the main District home page.

- Secondary English Language Arts and History curriculum was reviewed for diversity and inclusion and compliance with the California FAIR Act (SB 48). The next steps will be to pilot an online ethnic studies course for high school students and review the CDE Ethnic Studies framework available in March 2021. The pilot program will be available for the second semester for the 2020-2021 school year
- District Office staff will be working with high school site staff to identify one student representative per high school for participation on the Cultural Proficiency Task Force for the 2020-2021 school year. The Student Representative to the Board will also continue to be a standing committee member.
- Staff will be following up with student representatives from CUSD Against Racism to schedule a meeting in September to provide updates on continued progress.

The work outlined above will be memorialized in the Cultural Proficiency three-year action plan that is currently being developed. Feedback from the District management survey will be included in the plan, and stakeholders including students, staff, and parent groups will be engaged to give further input into the plan. A final draft will be brought to the Board for approval at the October 21, 2020, Board meeting.

#4: Flexible and Innovative Program Models

The fourth and final component of the Reopening Schools Plan is flexible and innovative program models so that a “world class” education that embraces core values is provided through different delivery models, from a traditional “on campus” format, to a hybrid of on campus and online learning, to 100% online. The Reopening Schools Plan includes options for flexibility and innovation so that the District can provide families with different options for their child, from 100% online, to a combination of online and on campus learning, to a full-time option for elementary students. Due to the fact that Orange County is on the State “watch list,” staff is preparing to open all programs in an online format as per the California Department of Public Health’s Reopening Framework.

The following are updates on planning and implementation of Component #4. Please refer to the July 15, 2020, Board Report in Addendum #1 for the comprehensive plan for this component for all grade levels.

Programs for Grades K-5 and 6-12

At the July 15, 2020, Board meeting, Trustees approved the following program models for elementary and secondary grade levels:

Grades K-5 Programs

For grades K-5, there are **three** programs:

- **Program A:** 100% on-campus learning
- **Program B:** 50% on-campus learning and 50% home supplementary activities
- **Program C:** 100% online with teacher support provided

A program comparison chart and infographic were developed and shared with families beginning on July 24, 2020, via District and school messaging, and on the website. (Addendum #8)

The following are updates on planning and implementation on preschool, transitional kindergarten, and opening of the elementary programs:

- **Preschool:** Staff is finishing development of Pre-K online modules in Canvas. The preschool program uses a curriculum model that addresses state standards for learning with the use of “Big Day” curriculum as a resource. Due to the fact that all instruction will be online at the start of the year, preschool instruction will be provided 100% online until in-person instruction begins.
- **Transitional Kindergarten:** The Transitional Kindergarten program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource. All instruction will be provided 100% online until we are able to offer in-person instruction.

Grades 6-12 Programs

For grades 6-12, there are two programs:

- **Program A:** 50% on-campus learning and 50% online independent study
- **Program B:** 100% online with teacher support provided

A program comparison chart and infographic were developed and shared with families beginning on July 24, 2020, via District and school messaging, and on the website. (Addendum #9)

Secondary Scheduling for Opening with Programs A and B 100% Online

Middle and high school principals have determined common approaches to scheduling for supporting students in Program A and B when students return in the fall while both programs begin 100% online. These schedules align with the models presented to Trustees during the July 15, 2020, Board meeting.

Initial planning presented at the July 15, 2020, Board meeting was built upon the original proposal that Program A students and Program B students would be assigned to different teachers and that the two programs would have different schedules, with Program B following an independent learning model combined with daily interaction with the teacher; and Program A would feature live daily instruction with the teacher. Both programs would include daily attendance. However, after initial planning for secondary master schedules in response to the early registration data, it became clear to school principals and their leadership teams that “dual rostering” both Program A and B students into one class, with one teacher and not two separate teachers, would be advantageous.

As a result, principals determined that, with starting the school year 100% online, the best way to support students regardless of whether they are working with students in a 50% Hybrid model (Program A) or a 100% Online model (Program B) was to schedule all students together regardless of the program model they select. As previously described, this will ensure that students in Program B are supported by the same content teacher who is supporting the students in Program A. Conversations continue between CUEA and the District regarding this approach to scheduling to discuss how to support all students when in-person learning begins.

100% Online Learning: Secondary Models

As schools resume in the fall, sites are planning to open with all students in Program A and Program B participating in 100% Online Learning. To provide additional access to teachers, schools have reconsidered the need to adhere to the schedule developed within the limitations necessitated by social distancing requirements while online. Instead, while all students are 100% online, secondary programs will work to have students with teachers as much as possible to support their learning as schools reopen.

- **High School:** To begin the school year 100% online, high school teachers would follow their traditional block schedule with all of their students receiving online instruction aligned to their schedules. Opening online with this instructional model will afford teachers time to set up their routines and allow for the social connections that support high school students. Students will transition to the hybrid model and 100% online models when students return to live instruction on campus.

Middle School: To begin the school year 100% online, middle school teachers would follow periods 1-5 seeing half of their students each day.

High schools will follow one of two bell schedule options:

High School - Block schedule: Opening 100% Online

Block Day		
Period 0	6:40 AM	7:42 AM
Period 1/2	7:52 AM	9:35 AM
Passing	9:35 AM	9:45 AM
Tutorial	9:45 AM	10:18 AM
Break	10:18 AM	10:24 AM
Passing	10:24 AM	10:34 AM
Period 3/4	10:34 AM	12:17 PM
Lunch	12:17 PM	12:52 PM
Passing	12:52 PM	1:02 PM
Period 5/6	1:02 PM	2:45 PM

High School - Traditional Daily Schedule: Opening 100% Online

<u>Traditional Day</u>		
Period 1	7:52 AM	8:41 AM
Passing	8:41 AM	8:51 AM
Period 2	8:51 AM	9:40 AM
Passing	9:40 AM	9:50 AM
Tutorial	9:50 AM	10:10 AM
Break	10:10 AM	10:14 AM
Passing	10:14 AM	10:24 AM
Period 3	10:24 AM	11:13 AM
Passing	11:13 AM	11:23 AM
Period 4	11:23 AM	12:12 PM
Lunch	12:12 PM	12:47 PM
Passing	12:47 PM	12:57 PM
Period 5	12:57 PM	1:46 PM
Passing	1:46 PM	1:56 PM
Period 6	1:56 PM	2:45 PM

Middle School Schedules: Opening 100% Online

Middle schools will utilize a daily schedule adhering to the five period day necessitated due to Physical Education classes being taken online. In order to address any learning loss and provide social and emotional support, middle schools will work with their classes in a 50/50 block model, teaching students in groups of approximately 16. Students will be in the model that mirrors what their instruction will look like when students return to campus for live instruction.

Schedule	<u>Tuesday A</u>	<u>Wednesday B</u>	<u>Thursday A</u>	<u>Friday B</u>	Schedule	<u>Monday A/B</u>
8:45-9:39	Period 1A	Period 1B	Period 1A	Period 1B	8:30-9:30	ACE
9:43-10:33	Period 2 A	Period 2 B	Period 2 A	Period 2 B	9:45-10:07	Period 1 A
					10:07-10:27	Period 1 B
10:33-10:39	Break	Break	Break	Break	10:33-10:53	Period 2 A
10:43-11:33	Period 3 A	Period 3 B	Period 3 A	Period 3 B	10:53 - 11:13	Period 2 B
					11:13-11:19	Break
11:37-12:08	Int./SEL	Int./SEL	Int./SEL	Int./SEL	11:23-11:43	Period 3 A
					11:43-12:03	Period 3 B
12:08-12:43	Lunch	Lunch	Lunch	Lunch	12:07-12:38	Int./SEL
12:47-1:37	Period 4 A	Period 4 B	Period 4 A	Period 4 B	12:38-1:13	Lunch
1:41-2:31	Period 5 A	Period 5 B	Period 5 A	Period 5 B	1:17-1:37	Period 4 A
2:35-3:25	Per. 6 Ind. PE A	Per. 6 Ind. PE B	Per. 6 Ind. PE A	Per. 6 Ind. PE B	1:37-1:57	Period 4 B
					2:01-2:21	Period 5 A
					2:21-2:41	Period 5 B
					2:45-3:25	Per. 6 Ind. PE

Return to In-Person Instruction and Hybrid Model

When schools are able to return to in-person instruction, secondary sites will quickly maneuver back to the schedules they have developed to support Program A in-person learning. All secondary schedules, both online and hybrid, include Professional Learning Community (PLC) time to be used for staff meetings, department meetings, and teacher collaboration time. Examples of these are provided below:

High School Bell Schedules

Late Start Block Day		
PLC Collaboration	7:30 AM	8:26 AM
Period 1/2	8:36 AM	10:19 AM
Break	10:19 AM	10:24 AM
Passing	10:24 AM	10:34 AM
Period 3/4	10:34 AM	12:17 PM
Lunch	12:17 PM	12:52 PM
Passing	12:52 PM	1:02 PM
Period 5/6	1:02 PM	2:45 PM

Block Day		
Period 0	6:40 AM	7:42 AM
Period 1/2	7:52 AM	9:35 AM
Passing	9:35 AM	9:45 AM
Tutorial	9:45 AM	10:18 AM
Break	10:18 AM	10:24 AM
Passing	10:24 AM	10:34 AM
Period 3/4	10:34 AM	12:17 PM
Lunch	12:17 PM	12:52 PM
Passing	12:52 PM	1:02 PM
Period 5/6	1:02 PM	2:45 PM

High School Tracks by Week

High schools continue to work with their leadership teams and guidance departments to determine the best approach to ensure that students are provided with consistent access to teachers in an in-person model. Two options are being considered and sites will determine which of the two they will implement when students return to in-person instruction. One is an Alternating Late Start where one day a week is determined to be a late start day and is consistently utilized as a late start each week that five days are available (excluding weeks with holidays). The other is the Rolling Block which provides equitable instructional time each day for students by simply alternating block days from week to week with one week rolling into the next regardless of which day of the week might follow.

Alternating Late Start					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Late Start 1,3,5	Block 1,3,5	Block 1,3,5	Block 2,4,6	Block 2,4,6
Week 2	Late Start 1,3,5	Block 1,3,5	Block 1,3,5	Block 2,4,6	Block 2,4,6
Week 3	Late Start 2,4,6	Block 1,3,5	Block 1,3,5	Block 2,4,6	Block 2,4,6
Week 4	Late Start 2,4,6	Block 1,3,5	Block 1,3,5	Block 2,4,6	Block 2,4,6
Track A					
Track B					

Rolling Block					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Block 1,3,5	Block 1,3,5	Block 2,4,6	Block 2,4,6	Block 1,3,5
Week 2	Block 1,3,5	Block 2,4,6	Block 2,4,6	Block 1,3,5	Block 1,3,5
Week 3	Block 2,4,6	Block 2,4,6	Block 1,3,5	Block 1,3,5	Block 2,4,6
Week 4	Block 2,4,6	Block 1,3,5	Block 1,3,5	Block 2,4,6	Block 2,4,6
Track A					
Track B					

Middle School Bell Schedule

All middle schools have agreed to implement the five period block schedule when students return to school in person. An example is provided below:

50/50 Block							50/50 Block Monday			
		Tuesday A	Wednesday B	Thursday A	Friday B				Week A	Week B
8:45 AM	10:24 AM	Period 1 A	Period 1B	Period 2 A	Period 2 B	89	9:45 AM	10:25 AM	Period 1A	Period 1B
10:24 AM	10:34 AM	Break	Break	Break	Break		10:25 AM	10:35 AM	Passing	Passing
10:34 AM	10:44 AM	Passing	Passing	Passing	Passing	10	10:35 AM	11:15 AM	Period 2 A	Period 2 B
10:44 AM	12:12 PM	Period 3 A	Period 3 B	Period 4 A	Period 4 B	88	11:15 AM	11:40 AM	Tutorial	Tutorial
12:12 PM	12:22 PM	Passing	Passing	Passing	Passing	10	11:40 AM	11:50 AM	Passing	Passing
12:22 PM	12:55 PM	Tutorial	Tutorial	Tutorial	Tutorial	33	11:50 AM	12:00 PM	Break	Break
12:55 PM	1:25 PM	Lunch	Lunch	Lunch	Lunch		12:00 PM	12:40 PM	Period 3 A	Period 3 B
1:25 PM	1:35 PM	Passing	Passing	Passing	Passing	10	12:40 PM	1:15 PM	Lunch	Lunch
1:35 PM	2:25 PM	Period 5 A	Period 5 B	Period 5 A	Period 5 B	50	1:15 PM	1:25 PM	Passing	Passing
2:25 PM	3:25 PM	Prep (Period 6 PE)					1:25 PM	2:05 PM	Period 4 A	Period 4 B
						290	2:05 PM	2:15 PM	Passing	Passing
							2:15 AM	2:45 PM	Period 5 A	Period 5 B
							2:45 PM	3:25 PM	PREP/PE	PREP/PE

Program Elements

- Increased Child Care Options for Middle School Students:** While the elementary programs provide a 100% on campus learning option, a full day program is not available for middle school. Staff has partnered with three childcare providers to support our middle school students: YMCA, Boys and Girls Club, and Right At School. As of today, eight of the District Middle Schools have a YMCA program to provide before and after school care to students. The YMCA will be expanding their hours of operation to accommodate

students during those days that students are not scheduled to be in-person at school. To support the remaining middle schools staff is looking to expand our partnership with Right At School to provide childcare services. Finally, staff is also working to partner with Boys and Girls Club to provide additional services to students at Marco Forster Middle School (MFMS) and those elementary schools that feed into MFMS.

- **Opportunities to Change Programs During the School Year:** Program changes may only occur at certain benchmarks during the year in order to maintain proper staffing of teachers and extended learning and to provide continuity of learning to the student. The finalized program change timelines were communicated to families prior to the July 31, 2020, registration deadline, and are as follows:
 - Program change opportunities for elementary: at the end of the trimester
 - Program change opportunities for middle school: at the end of the quarter
 - Program change opportunities for high school: at the 6 week mark and at the end of the semester

Staff continues to recognize that families should have maximum flexibility to move from on campus to 100% online learning, particularly when the request is a result of a personal health risk or household health concerns.

- **Grade Level Transitions:** Staff recognizes that students who are transitioning to a new school or level will need additional support to feel comfortable and connected in their new setting, particularly when starting 100% online. Principals are working with their staff to develop strategies to focus support on students who are new to their school or transitioning to their school, including: preschool to kindergarten; fifth grade to sixth grade; and eighth grade to ninth grade.
- **English Learner Support:** Title I Instructional Coaches worked alongside Curriculum Specialists and teachers to create Designated ELD lessons for grades K-5 using the curriculum adopted at each grade level. Embedded within each week's ELA modules teachers will find Designated ELD lessons needed for weekly instruction. Lessons include both synchronous and asynchronous instruction. Similarly, a team of teachers has planned units for ELD courses offered at the MS and HS levels. Units have been planned within Canvas and utilize the adopted curriculum for each level.

Supplemental electronic learning programs will be provided to newcomer students who entered the US no earlier than January 2019 and who are at the beginning level of language proficiency. Imagine Learning will be provided to students in grades 2-5 while Rosetta Stone will be provided to students in grades 6-12. As in the past, students in grades 2-12 will be offered 10 hours of one-on-one tutoring through the consulting company Professional Tutors of America.

- **Special Education Programs:** All special education programs and related services would be available both on campus and online in Option #3:
 - All special education families will have the same choices for instruction as their general education peers

- Secondary students in the moderate/severe STEPS, TBIC, ATP and Bridges specialized day programs will have the additional option of being on campus full time, in order to meet the requirements of their IEP. This would occur when in-person learning was allowed as per the CDPH Reopening Schools Framework.
- All students in specialized day programs attending 100% on campus will follow a similar schedule as their general education peers
 - All elementary students: 2.5 hours direct instruction, 2.5 hours of extended learning
 - Secondary students in specialized day programs will have the additional option to remain on campus in lieu of their virtual independent learning support time as well as the days they would be off track. The students who remain on campus will be those who's IEP services and minutes reflect a need to be on campus full time.
 - If a parent is requesting less time on campus than their child's IEP reflects, an IEP meeting will need to be held to discuss the change in services.
- **Specialized Academic Instruction**
 - Students who attend 100% online will receive specialized academic instruction virtually in accordance with their IEPs, may be on site or virtual. For students who attend a Learning Lab for support, every effort will be made to deliver support services during extended learning time to protect continuity of in-person direct instruction with their general education teacher.
 - Students who attend 50% on campus and 50% online will receive specialized academic instruction in accordance with their IEPs; services could be in person or online depending on goals, service environment, and other factors which will be discussed with parents.
 - Students who attend 100% on campus will receive specialized academic instruction on campus in accordance with their IEPs, goals, and service environment.
- **Related Services**
 - Related services include speech, occupational therapy, and adaptive P.E.
 - Services will be provided both on campus and online in preschool, grades TK-12, and Adult Transition Program.

Registration Data and Program Selections

District-wide messaging was sent on Friday, July 24, 2020, to elementary and secondary families to clarify program components and provide a reminder regarding how to initially register and how to change an earlier choice. The deadline for registration for program options was July 31, 2020, and this deadline was also reinforced in messaging. In addition to the July 24, 2020, message, all elementary and secondary schools distributed their own messaging with reminders during the week of July 27, 2020, and school office staff also attempted to make contact with families who had not yet registered up until July 31, 2020.

The following are the registration results. If an elementary or secondary family did not complete registration, their student is automatically enrolled in Program A. School principals will be provided their own school's data on Monday, August 3, 2020, and will be supported with final staffing assignments. Schools will continue to reach out to families that did not respond by the registration deadline in order to accurately place their student.

Districtwide Elementary School Program Registration Data (K-5)

	Total # of Students	% of Total # of Students
Program A (100% on campus) (Includes "No Response")	10,380 + 1,543 = 11,923	55.29% + 8.22% = 63.51%
Program B (50% on campus)	4,324	23.03%
Program C (100% online)	2,527	13.46%
No Response (Program A by default)	1,543	8.22%
Total	18,774	100%

Districtwide Secondary School Program Registration Data (6-12)

	Total # of Students	% of Total # of Students
Program A (50% on campus) (Includes "No Response")	17,700 + 5,397 = 23,097	67.13% + 20.47% = 87.60%
Program B (100% online)	3,268	12.40%
No Response (Program A by default)	5,397	20.47%
Total	26,365	100%

TIMELINE AND NEXT STEPS

The following are important benchmarks and timelines between August 5, 2020, and August 18, 2020, the first day of the 2020-2021 school year. Staff continues to meet with both associations to collaboratively develop agreements regarding working conditions and other issues. The community and staff will continue to receive weekly updates from their schools and Communications via email, social media, and on the Reopening School website for updates

regarding any changes to County health and safety guidelines, and potential impacts to reopening, leading up to August 18, 2020.

The following table provides a timeline of important dates and actions between August 5, 2020, and August 18, 2020:

Timeline and Important Dates	Actions
August 3, 2020 - August 7, 2020	<ul style="list-style-type: none"> * School and District offices open to the public on August 3, 2020 * Monitor County health criteria to confirm 100% online opening * Site messaging continues re Reopening update to families and staff * Professional development for teachers and administrators for Canvas, online curriculum, and health and safety * Updates to Staff and Family FAQ's and Reopening website * Canvas support videos for families made available on Reopening website
August 10, 2020-August 14, 2020 and August 17, 2020	<ul style="list-style-type: none"> * Monitor County health criteria to confirm 100% online opening * Site messaging re Reopening update to families and staff * Canvas support for families continues with videos on Reopening website * Canvas training for paraeducators and support staff * Professional development continues for staff for Canvas, online curriculum, and health and safety * Final delivery of supplies for in-person learning * Posting of signage for health and safety

	guidelines re hygiene, distancing, and facial coverings
August 18, 2020	* First Day of 2020-2021 School Year
August 19, 2020	* Board Meeting * Update regarding Reopening of School

FINANCIAL IMPLICATIONS

The following are additional and revised purchases and expenses that will be **funded using the Federal CARES Act monies**:

- 978 temporary outdoor shade structures for extended learning: \$163,000 plus outdoor furniture for use in extended learning \$601,745.
- Personal protective equipment, infrared thermometers, hand washing sinks, cleaning supplies, HVAC filters, and tape (will be claimed from FEMA with expected 75% reimbursement): \$1,225,000 to date.
- Additional assignment hours for teachers to build online curriculum and social emotional learning training for managers and teachers: \$401,355.
- Additional assignment hours for Reopening Team teachers and classified members for reopening planning meetings from May 2020 through July 2020: \$30,205.

STAFF RECOMMENDATION

Staff recommends approval of the addendum to the Reopening of Schools Plan, including the implementation of the hybrid in-person learning models after Orange County is no longer on the “Watch List for 14 consecutive days,” with a minimum of five days after that time to allow families and staff to successfully transition to on campus learning. Staff asks for approval of the addendum as final details are defined and determined through collaborative agreements with the Capistrano Unified Education Association and Classified School Employees Association.

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Kirsten Vital, Superintendent
Clark Hampton, Deputy Superintendent
Greg Merwin, Chief Academic Officer, Education and Support Services
Josh Hill, Assistant Superintendent, Secondary Schools

Date: July 15, 2020

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

OVERVIEW OF OBJECTIVES

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

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

Components of the Reopening Schools Plan

Staff presents the critical components of the Reopening Schools Plan:

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

HISTORY

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

School Closure and Distance Learning

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

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

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

BACKGROUND INFORMATION

State Guidance: Stay at Home Order

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

Stages for Reopening

On April 28, 2020 Governor Newsom shared the California “Resilience Roadmap” which included four stages relaxing the “stay at home” order and allowing schools and workplaces to reopen. The

four stages are as follows, with school programs and childcare to “open with modifications” during the latter part of Stage 2:

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

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

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

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

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

Stage 2 of the Resilience Roadmap

On June 18, 2020, it was announced on the State’s COVID-19 website that the State was in “early Stage 2.” The website states: “We are now in early Stage 2, where retail, related logistics and

manufacturing, office workplaces, limited personal services, outdoor museums, child care, and essential businesses can open with modifications.”

On July 1, 2020, in response to an increase in cases in Orange County and other counties across the state, indoor operations were closed for restaurants, wineries, movie theaters, zoos, museums, and cardrooms, with bars closing all operations. Schools and school operations were not included in the Governor’s order. Staff is closely monitoring the California Department of Public Health for any new guidance related to school reopening as well as changes in Resilience Roadmap stages.

Reopening Teams Leading Development and Implementation of the Plan

Working with the superintendent, Dr. Greg Merwin, Chief Academic Officer, Education and Support Services and Mr. Josh Hill, Assistant Superintendent, Secondary Schools, formed two teams of District leaders and employees to provide input and guidance for the Reopening Schools plan: the “Lead” Team and the “Logistics” Team. The Lead Team includes District and site leaders, including representatives of all District departments, elementary and secondary schools, Capistrano Unified Education Association (CUEA), and California School Employees Association (CSEA). The second team, known as the Logistics Team, is a comprehensive group of technical experts who work closely with the Lead Team to address the key areas of the plan. The Logistics Team is made up of stakeholders and representatives of all departments, schools, CUEA, and CSEA. The teams have met a total of 23 times since May 20, 2020, and invested a significant number of hours in meetings and planning sessions. (Addendum #1)

CURRENT CONSIDERATIONS

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

Core Values

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

Student Values

The Reopening School core values are shared from a student’s perspective and organized into two major themes: **safety and connectedness and learning**. One of the key priorities of the plan is to provide a 100% on campus program option for elementary students, and this priority is driven by the following core value:

- Students in the earliest grades and students with disabilities are more successful when receiving direct instruction and services in an on campus setting.

Please see Addendum #2 for the complete list of core values.

District Teacher Survey Results

The core values of teachers and staff are also important and foundational in the key components of the Reopening Schools plan. While many of their values are similar to the student values of safety and connectedness and learning, teachers and staff also prioritize safe work conditions and being prepared to meet the diverse needs of their students.

On June 4, 2020 all certificated staff were encouraged to complete a Reopening of Schools Survey. Over 1,275 teachers provided feedback regarding strengths and challenges of the past school closure and distance learning experience, as well as insight into core values for the Reopening Plan.

Certificated employees' responses were aligned with the core values in the following areas:

- Teachers will need to be fully trained and prepared to deliver the curriculum on Opening Day
 - 64.8% would appreciate summer professional learning opportunities
 - 94.1% of elementary teachers agree that August 13 Professional Learning Day should be used for training specific to reopening schools
 - 97.9% of secondary teachers agree that the November 2 Professional Learning Day should be moved to August 13 to receive training specific to reopening schools
- Ongoing communication with families and schools is critical to success
 - 90% feel that clear expectations to students and families for completing work from home is critical

Additionally, certificated staff were surveyed on conditions related to health, safety, and return to work conditions. Key findings were as follows:

- **Masks:** approximately 50% believe both students and staff should follow state and local guidelines, while an additional 8% feel it should be required regardless of state and local guidelines
- **Hand Washing:** 95% agree or strongly agree hand sanitizer or hand washing stations should be readily available
- **Temperature Checks:** over 60% believe both staff and students should be subject to at least daily temperature checks
- **Return to Work:** approximately 23% have reservations or are very uncomfortable about returning to work even if health and safety guidelines are followed. Of this group, almost 72% cite being part of a high risk group or caring for someone that is high risk as the concern. 8.2% believe we will be unable to maintain a safe environment, 12.1% have child care concerns, and 8.2 % anxiety

District Parent Survey Results

As previously shared in the June 17, 2020 Board Report, the District distributed a survey in May 2020 to all parents seeking feedback, input and interests on both Distance Learning and Reopening. The District received 24,911 responses to the survey of which 52% were from elementary parents, 23% from middle school parents, and 25% high school parents. The survey had five questions regarding parents' experiences with distance learning and five questions on their interests for reopening next year; in addition, the survey had one comment field to provide a written response regarding opening schools. The results from the survey reinforced the core values of the plan. Please see Addendum #3 for more information regarding the May 2020 Parent Survey.

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

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

School Modifications Required Until Stage 4

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

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

As defined in the CDPH “COVID-19 Industry Guidance: Schools and School-based Programs” that was released on June 5, 2020, **all Reopening Plan safety and health measures will align with current CDPH and OCHCA guidelines. As a public entity, the District is required to meet a standard of care for its students, and CDPH and OCHCA guidance provides such a standard.** The CDPH guidance document is located on the Reopening School website. (Addendum #4)

Orange County Department of Education School Reopening Checklist

On June 29, 2020, the Orange County Department of Education (OCDE) provided all districts in Orange County with the “Orange County Together: School Reopening Checklist.” Also described

as an “attestation,” the OCDE and the Orange County Health Care Agency (OCHCA) developed a school checklist that is “supplemental to the COVID-19 California Department of Public Health (CDPH) Industry Guidance for Schools and School Based Programs.” The checklist is divided into 5 areas: 1. Develop a Written Worksite Specific Plan; 2. Provide Relevant Training for Employees and Students; 3. Plan Individual Control Measures and Screening; 4. Implement Thorough Cleaning and Disinfecting Protocols; and 5. Promote Physical Distancing Guidelines.

The OCDE checklist is completed by the principal of each school, who then must sign and attest that they “have taken the steps necessary to reopen school in a safe and responsible manner and completed the following measures in accordance with the industry-specific guidelines from the California Department of Public Health and the requirements of the Orange County Health Care Agency.” Both the site principal and the Superintendent or designee sign the document and post it in a public place on campus.

The Reopening School checklist aligns with the CDPH guidelines. The Reopening Team reviewed the checklist “attestation” and determined that it would serve as the main checklist for principals as they plan for health and safety guidelines for their site. (Addendum #5)

Safety and Health Practices as Defined by California Department of Public Health

The safety and health practices that will be followed in the District’s Reopening Schools Plan are described in detail in the CDPH document. Those practices and procedures include:

Encouraging Physical Distancing, Limiting Gatherings, and Minimizing Contact

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

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

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

Personal Protective Equipment (PPE), Cleaning, and Sanitization

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

If School Opened Today - A Typical Day for a Student in CUSD

To help families visualize how school will be for their children in the fall, staff provides a “snapshot” of a typical day for a student in CUSD.

- **Before Leaving Home:** The family takes the temperature of their child and asks if they feel ill. If the child is not feeling well or has a fever of 100.4 degrees or higher, then the child stays home from school. If the student is riding the bus, the parents wait with their child at the bus stop. Prior to boarding the bus, the student’s temperature is taken by the bus driver using a no-touch thermometer. If the student has a fever of 100.4 degrees or higher, then the student is not allowed to ride the bus or attend school and must be taken home by their parents.
- **When Arriving at School:** Students are wearing their facial coverings as they enter their school campus in an orderly fashion. They enter from multiple entrances to provide appropriate distancing and they go to their assigned spot in their class line which is clearly marked with “distancing dots” on the ground to ensure that students are spaced apart and are facing forward. At some schools they may walk directly to their classroom and then form a line with appropriate spacing outside of the room. Signage with reminders to students to distance, wash their hands, and wear their facial coverings are clearly visible on the campus. Additional portable hand washing stations are available at the entrance of campus.
- **Before Entering the Classroom or Extended Learning Space (Elementary Only):** Students remain seated or standing in their line. Their teacher, who is wearing her facial covering, greets the class and comes to each student to individually provide them with hand sanitizer and take their temperature with a no-touch infrared thermometer. The teacher then leads the class in an orderly line to their class. Students who start the day in Extended Learning follow the same procedure.
- **During Classroom Instruction:** There will be approximately 6 feet of distancing between the teacher’s desk and teaching space and the students, and students will be seated in rows. Students sit in assigned seats and they are all facing forward to enhance distancing. Due to the fact that only 16 students are in the classroom at one time, 32 desks and chairs are in the room but only half of them are used by students. The teacher strategically spaces students by leaving empty desks between each student. Elementary teachers, special education teachers, and related service providers (speech teachers, occupational therapists, and adaptive physical education teachers) wear shields so that students can see their facial expressions and watch their instructor’s lips when learning new sounds, language, and phonemes. The teachers use a “sneeze guard” plexiglass divider when working with students in small groups or 1 on 1 for reading assessments. Students have their own Chromebook and their own school supplies to minimize sharing. Except for bathroom breaks and quick outdoor “brain breaks,” students remain in the same classroom and do not travel to other rooms.
- **During Extended Learning:** Students are led by a paraeducator or another teacher or certificated staff to the extended learning space. The extended learning space may be a library, multi-purpose room, STEM lab, or outdoor space underneath a shade structure. Transitions to other rooms or spaces are limited. Students participate in activities that

reinforce the lessons provided previously by their teacher, and they also participate in enrichment activities that may include structured recess, PE, art, music, and social skills groups. Students and staff are wearing facial coverings except when they are outdoors and physical distancing is possible.

- **During Transition to Lunch or Leaving Campus:** As students transition to lunch, the custodian arrives and, with the teacher's assistance, wipes down the common hard surface areas, including door handles, light switches, sink handles, tables, and bathroom surfaces (if located in the classroom) with FDA approved sanitizing solutions. Chromebooks, student desks, and student chairs are not cleaned because they are assigned only to one student, and the students who will arrive after lunch will use different assigned seating, devices, and learning tools. Students wash their hands and eat their lunch in the lunch area with proper distancing, in the classroom, or in another outdoor area. After eating they are able to play outside but they are asked to provide distancing between one another. With distancing, students are able to remove their facial coverings when playing outside. For students who choose to only attend for classroom instruction, they leave before lunch time and are signed out by their parents. As students leave, they wear their face masks.
- **At Dismissal Time:** Students are provided more hand sanitizer or reminded to wash their hands as they leave using multiple campus exits to avoid gatherings. Their parents are asked to wear a facial covering as they wait for their child and to distance themselves from other adults.

Process for Positive Cases of COVID-19 and Potential School Closure

The California Department of Public Health and Orange County Health Care Agency provide guidance for schools for when a staff member, child, or visitor is ill. CDPH also includes guidance for districts to determine when to consider school closure due to COVID-19.

- **Protocol for Response to Possible Exposure, Symptoms, or Confirmed Cases:** In collaboration with Orange County Health Care Agency (OCHCA), staff has developed the following protocol to respond when an employee or student has reported possible exposure, symptoms, or confirmed positive results for COVID-19 as of July 10, 2020. This protocol may be revised per any new direction or additional guidance from the OCHCA:
 1. **Using a reporting form, which has been developed to solicit information requested by the Orange County Health Care Agency (OCHCA), information is asked of** the student's family or employee by the principal, employee supervisor, human resources services or health services.
 2. **Information from the form regarding the positive case or possible exposure is shared** confidentially with Human Resource Services and Health Services. This confidential information is not shared with any other employees or families.
 3. **District Health Services staff contacts OCHCA** and shares the information from the reporting form and any additional information provided by the student's family or employee.

4. **OCHCA provides guidance in determining the person's COVID-19 status and recommendation** per the Centers for Disease Control and Prevention (CDC):
 - a. **Person positive for COVID-19:** Isolation for at least 14 days (based on individual symptoms and physician or direct OCHCA investigation recommendations)
 - b. **Close Contact with a Person who Tested Positive for COVID-19:** Quarantine for 14 days from the date of initial possible exposure. The 14 days are inclusive of any COVID-19 test results which indicate negative for the coronavirus
 - c. **Low Risk:** Student may return back to school; employee may return back to work
 - i. Letter sent by Human Resource Services to any individuals impacted, including students and staff, sharing that there was limited to no exposure at a particular location, and any other follow-up information
5. **Individuals are contacted directly and/or receive written communication** aligned with the guidance from OCHCA as indicated in #4.
- **Considerations for Partial or Total School Closure:** According to CDPH, “when a student, teacher or staff member tests positive for COVID-19 and has exposed others at the school,” the District will consult with the Orange County Health Care Agency. After consultation, the Superintendent or designee may decide “whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.” Additional considerations, including home isolation for those individuals who were in “close contact,” are listed on page 14 of the CDPH guidance document.

Transportation, Extracurricular Activities, Events, and Sports

- **Transportation:** In accordance with CDPH guidelines, Transportation will adopt a seating plan of one student per bench, alternating seating locations for each row, creating a zig-zag pattern. Seats that are to be left vacant will be marked. This plan reduces capacity to approximately 28 on a big bus, 8 on a smaller bus used to transport students with special needs.

For the AM pickup, parents will be asked to remain at the bus stop with their child. The bus driver will take the temperature of each student before they board the bus. Any student who has a fever of 100.4 degrees or higher will not be allowed to enter the bus and will need to be taken home by the parent. The seating arrangement on the bus requires all students and staff to wear a face covering. A touchless hand sanitizer dispenser is also being placed at the entrance of the bus, which students will be required to use as they enter the bus. Bus drivers will be required to use face coverings and disposable gloves. Bus loading will happen from rear to front, minimizing student pass-by. Unloading will happen

from front to rear, one seat at a time. On the first few days of school, Transportation support staff will report to bus stops with large numbers of students to train students regarding distancing, face coverings and loading/unloading the bus. Buses will be disinfected after AM and PM runs.

All students with special needs, whose IEP requires service, will be transported. However, capacity and staff limitations will reduce available routes for general education students. Assuming all 92 bus driver positions are filled, along with 15 substitute drivers, the department should be able to provide service to all elementary students as served in 2019-20. Priority will be given to Title I sites and Every Student Succeeds Act (ESSA) routes. Transportation will work with secondary sites, possibly dropping off and picking up students at adjusted times, to accommodate as many middle and high school students as possible. Priority will be given to those schools with high volume of passengers and when walking routes are limited or unavailable. The Bus Pass office is set to reopen on July 16, 2020, to begin accepting applications. Renewal applications submitted during the Spring (March-May), will be placed and assigned a bus pass first. Applications received during the application window beginning July 16, 2020, will be placed on a first come, first serve, basis. Once seating capacity is reached on a route, remaining applicants will be notified and placed on a waiting list. Refunds will be issued for any applications not issued a pass. Applications for after school program transportation will also be accepted. Passes will be issued based on staff and equipment availability. As soon as the Bus Pass has processed these applications, parents will be notified if a bus pass will or will not be issued. In these cases parents may also request to be placed on a waiting list. If a seat becomes available the Bus Pass Office will contact them immediately.

As athletics will be significantly reduced and field trips into the community will be limited due to safety concerns and CDPH guidance, extracurricular and athletic transportation will not be available.

Activities, Camps, Sports, and Field Trips: All extracurricular and co-curricular activities will comply with restrictions and state and county guidelines that are in place at the time. If the State has not achieved Stage 4 and restrictions do not allow for large gatherings, events may be cancelled or postponed. If restrictions allow for certain events such as sports contests without audiences, those events will be scheduled.

Following the National Federation of State High School Associations guidelines as well as county and state health and safety guidelines, the school summer conditioning “Phase 1” camps were prepared to start on July 6th with appropriate measures to ensure student health and safety. However, all Orange County school districts were notified on July 6, 2020, by Orange County Department of Education and were advised to cease all athletics until further guidance was provided by the California Department of Public Health. Once additional guidance is provided, high school administration, in connection with athletic

directors, coaches, health professionals, and District staff, will share further details and plans for Pilot Conditioning “Phase 1.”

Sports will be considered on an individual basis and activities that comply with physical distancing, such as golf and cross country, tennis or track, may be reinstated sooner than other sports that require physical contact, such as football and basketball. Staff will continue to work collaboratively with California Interscholastic Federation (CIF) with scheduling and health and safety accommodations. CIF has indicated that additional information regarding 2020-2021 sports schedules will be provided on July 20, 2020.

Health and Safety Guidelines During Summer School Intervention Pilot and Math Placement Testing

Health and Safety Guidelines have been implemented during several summer programs, including summer school intervention and math placement testing. Summer school intervention is being held at Carl Hankey K-8 School, San Juan Elementary School, and Capistrano Valley High School (CVHS). Math Placement Testing is taking place at the District Office. The following CDPH health and safety procedures have been in place for staff and students:

- Face coverings are worn by all students, parents, and staff
- Students with medical conditions or hearing loss are exempt from face coverings
- Face coverings were provided to students, as needed
- Physical distancing was maintained both indoors and outdoors with stickers on the ground and tape to mark foot traffic direction.
- Class sizes for the intervention programs were limited to 10 in elementary and 14 at high school.
- Non-contact thermometers were used to take students’ temperatures prior to entering buildings.
- Students were asked each day regarding symptoms and if someone at home is feeling ill.
- Hand sanitizer was provided to students and staff
- After each session, desks, chairs, and Chromebooks are cleaned before use by a new group of students.

Staff has observed the summer school program to learn from teachers, staff, and administrators regarding the implementation of health and safety procedures and solicited feedback regarding additional safety measures that would be beneficial for reopening. During the pilot program, staff has learned that sneeze guards are beneficial in all elementary classrooms for additional protection for teachers and students during one on one reading inventory assessments (DIBELS) and small group instruction.

Securing Equipment and Supplies for Health and Safety Guidelines

In order to secure personal protective equipment and other supplies prior to the start of the school year, staff has placed orders as per the CDPH health and safety guidelines. However, after the original order was placed, staff has learned about additional supply needs in response to the summer school intervention pilot programs. One example of the feedback received was regarding the need for sneeze guards for teachers in all classrooms. Staff originally ordered sneeze guards for front offices and for itinerant staff who work with students where physical distancing is

difficult. However, after observing classrooms in the summer school intervention program, staff learned that all elementary teachers would benefit from a sneeze guard when teaching students in a small group setting and for one on one assessments. An additional 500 sneeze guards have been ordered for elementary classrooms. See Addendum #6 for the items and quantities already ordered by the District as well as equipment and supplies provided through the Orange County Department of Education.

#2: Curriculum and Instruction

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

As schools reopen in August, if the State has not achieved Stage 4 and distancing and gathering restrictions still apply, the District may be required to implement a learning model where students will engage in a combination of on campus learning and online learning or in a 100% online approach. Even if Stage 4 is achieved prior to the start of the school year, some students will still require an online curriculum due to health and safety concerns. Therefore, it is critical that the District provides a consistent, flexible, and engaging curriculum and learning experience for students that includes daily, integrated social emotional learning and mental health support.

Online Curriculum

The Reopening Teams reviewed multiple options and models and solicited teacher and administrator feedback through two surveys when considering an online curriculum that effectively meets expectations. With the core values of rigor, engagement, consistency, and flexibility as guidance, the teams considered different approaches to an online curriculum for both elementary (K-5) and secondary (6-12) that will provide a quality educational experience for all students, including those who require additional support to be successful. Consensus was successfully reached by the Reopening Team, and Trustees approved staff recommendations at the June 24, 2020, Board meeting. The following is the plan for online curriculum for the 2020-2021 school year:

- **Canvas Learning Management System (K-12):** Canvas is a cloud-based learning management system (LMS) that will be used in grades K-12. It equips educators and engages students in an efficient and effective way. The Canvas platform offers user-friendly functionality for online learning including standards-based grade books, customizable student assessments, course content authoring, mobile communication and more. Canvas allows educators to customize courses and monitor engagement with classes or individual students. Canvas also offers native mobile apps for iOS (Apple) and Android devices, allowing educators, students, and parents to view key information, share and receive updates, or submit results from anywhere at any time. Canvas will provide a solid management system for grades K-5 and will replace the current School Loop management system in grades 6-12.

- **Preschool and Transitional Kindergarten:** The current curriculum for preschool and transitional kindergarten is the “Big Day” curriculum, and it is available online. Teachers would prepare for the possible contingencies of needing to move to online instruction should a school (or schools) need to close. A 100% online curriculum will not be offered as a separate option but only in case of closure.
- **Elementary (K-5):** Courses are being created inside of Canvas for each grade level kindergarten through fifth in English Language Arts, Math, Science, Physical Education, Music, Social Emotional Learning, and Social Studies using current adopted curriculum. Online courses are also being developed for both the Mandarin and Spanish Immersion programs. The elementary online courses are created from a student’s perspective. This allows students to log in to their grade level course and follow the directions provided to go through the lessons independently. Within the lessons, the formatting is consistent, so that navigation will be comfortable and predictable for teachers, students and parents. The lessons will also include scaffolding and differentiation for students with special needs and our second language learners. A team of elementary teachers and curriculum specialists have completed the online modules for the first trimester and will have the second trimester completed by August 18, 2020. The final trimester will be completed by December 18, 2020.
- **Secondary (6-12):** Secondary teachers will be utilizing a combination of District developed online curriculum and online curriculum developed by Apex Learning and UC Scout. Courses will be developed by District teachers for those classes that are not available in Apex Learning and UC Scout. These include several elective courses including Advancement via Individual Determination (AVID), English Language Development, as well as language immersion courses. The courses will be designed so that students can engage in the learning independently without the support of a teacher. This will enable teachers to focus on more interactive activities when students are in attendance with them at school. A team of secondary teachers and curriculum specialists are developing the online modules and will have the first semester of courses built by August 1, 2020. The second semester will be completed by October 1, 2020.

Chromebooks for Every Student in Grades K-12 for Access to Online Curriculum

In order to ensure that every student has access to online curriculum and learning resources, staff recommends that the Board approves the purchase of additional Chromebooks so that every student in grades K-12 has access to their own device. Funds from the Federal CARES Act, which are one-time monies that must be spent prior to December 31, 2020, would be used to purchase the additional Chromebooks. In order for students to use Chromebooks during extended learning in outdoor classroom spaces, network coverage would be expanded to cover outdoor learning spaces where necessary. Outdoor wireless at all elementary sites would cost \$215,000 and would be funded by the Federal CARES Act.

Staff strongly recommends the increase of Chromebook devices for students in grades K-12. By providing Chromebooks to every student, teaching and learning could easily shift from on campus to online in case of an increased surge of COVID-19. Additionally, elementary students could more easily access Canvas and reinforce classroom lessons during extended learning and students would not be required to share Chromebooks with others, thereby decreasing the amount of

cleaning during the school day. Using the Federal CARES Act monies, increasing Chromebook access for all students significantly enhances equitable outcomes for all students through online instruction and increased access to internet resources.

The cost of additional Chromebooks for 2020-2021 will be funded using the Federal CARES Act monies and Trustees would need to commit to a multi-year plan to support the devices. The following chart details the initial cost of purchase and then the ongoing costs associated with a replacement plan:

20/21	21/22	22/23	23/24	24/25
\$5,952,773.08	\$2,551,188.46	\$2,551,188.46	\$2,551,188.46	\$4,251,980.77

Online and On-campus Instructional Delivery: Blended Instructional Practices

The Reopening Lead Team reviewed different instructional models that would maximize the instructional time in both the elementary and secondary levels. It was recognized that different instructional strategies would be employed for different reasons, depending upon content and developmental levels of students. Therefore, blended instructional practices will be used by teachers in the Reopening Plan. Blended instructional practices include different instructional approaches, all of which emphasize the District’s “Great First Instruction” components of lesson preparation, strategies, interaction, and review and assessment. Teachers will utilize a variety of instructional approaches which may include: a flipped classroom model, where a student first learns the concept independently and then is provided opportunities for deeper understanding with the teacher; direct instruction, which is structured, sequenced, and led by the teacher; and small group intervention, where the teacher assesses the students for skill deficit and then develops differentiated lessons to address those skills. Teachers will communicate with their students the variety of instructional models and strategies that he or she plans to use.

Fundamentals, Core Content Areas, Student Assessments, and Intervention

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

- **Focus on Fundamentals of Literacy, Numeracy, and Core Content Areas:** To ensure that all students have a strong foundation in math and reading, a renewed focus on fundamentals will focus on instruction that prioritizes literacy and numeracy in kindergarten through fifth grade. Master scheduling in middle and high schools will emphasize the core content areas of math, language arts, science, and social science while continuing to offer engaging electives that provide career pathways with a focus on opportunities and services for juniors and seniors. **With class sizes reduced by half, there is a significant opportunity for teachers to differentiate and “personalize” support for students who need additional intervention.**

- **Prioritized Services for Juniors and Seniors:** As part of the Reopening Schools Plan, Staff is continuing work to fully develop prioritized services for juniors and seniors to prepare them for postsecondary options. One strategy for supporting juniors and seniors is by temporarily adjusting graduation requirements with proposed temporary Board policy. In addition, policy language will permit students to take courses at community colleges allowing for students to have more flexibility in meeting requirements. Futureology counselors and high school advisement teams will pay particular attention to scheduling, transcripts and opportunities for our juniors and seniors to ensure they are on track for college and/or career. Staff will meet and collaborate with high school principals to identify additional ways to prioritize services for juniors and seniors and will report to Trustees at the August 19, 2020, Board meeting.
- **Student Assessments to Identify Potential Deficits and Provide Interventions:** Staff will work closely with site programs to ensure that teachers develop assessment strategies to ascertain the content area and skill proficiency of students when they return to school in the fall. Diagnostic assessments will be given to students to identify current strengths, weaknesses, knowledge, and skills prior to instruction. Results will provide an important snapshot of information to help individualize instruction. To the greatest extent possible, District benchmark testing including i-Ready, DIBELS, English Language Arts Common Interim Assessments, History Social Science Document Based Question assessments will be completed earlier in the school year to provide additional data to help staff understand each student's specific learning needs as early as possible to provide needed support.
- **Academic Interventions:** Due to closures and the loss of instructional time students experienced, plans for the upcoming school year will emphasize the priority standards (standards that are essential for students to master) that teachers in their Professional Learning Communities (PLC) have identified, and to focus their assessment and intervention efforts on those areas. Sites will continue to develop systematic approaches to support students with targeted intervention and extension activities based on assessment data. Staff have scheduled release days to provide time for teachers to develop these systems. Teachers will continue to be required to support students' individual needs within their own classroom setting and sites will use traditional supports that are provided at sites, including tutoring and established tutorial time that is part of the instructional day. Additionally, if restrictions permit, students who need additional support will be provided increased time on campus for in person support. At elementary schools, in both online and on campus learning, teachers will still be required to provide small group intervention for students not meeting standards and students who need instruction in English Language Development.
- **Support Special Education Assessments:** Additional support will be provided to school psychologists, speech and language pathologists, and education specialists so that they are able to provide assessments to students whose assessments were paused during closure. Individualized Education Plan meetings will be scheduled early in the school year with families to review assessment data and ensure that goals and services are appropriate to accommodate changing student learning needs.
- **Make-up Services and Intervention for Students with IEPs:** IEP teams will meet to review new assessment data and determine if their student experienced regression, or loss

of learning and lack of progress on goals, during distance learning. Staff is developing make-up service and intervention options to be provided face to face, both during and after the school day, to the greatest extent possible as per physical distancing and gathering restrictions. With many special education services being delivered one on one or in small groups, distancing and gathering restrictions are not as limiting as they are for general education classrooms; however, some students with more significant disabilities may not be able to attend “on campus” learning due to health concerns.

- **Initial and Ongoing Training for Teachers and Staff in Online Curriculum and Blended Instructional Delivery:** A new curriculum requires approximately 4-6 hours of training for teachers through online modules. In addition to initial training to learn about the new curriculum, further training would also be provided by District staff to show how the online curriculum can be supplemented with current curriculum, how the new curriculum can be augmented with face to face instruction, and continued reinforcement of best practices for online and in class blended instructional practices. To support teachers’ competency with online teaching strategies, staff developed a series of 4 professional learning modules based on the National Standards for Quality Online Learning. The modules are Organizing Content, Instructor-Learner Interaction, Learner-Learner Interaction, Assessing Learning. All modules will be available to teachers during summer Professional Learning Academy and in the fall. Finally, training for the new Canvas Learning Management System will be provided for staff and families prior to the start of the school year.
- **Secondary Registration Procedures:** Staff have currently planned for registration to take place in late July and early August. Students would be provided with appointment times where they would arrive and work through registration either in person or in vehicles depending on restrictions that are in place at the time.
- **Calendar Revisions In Case of Increase in COVID-19 Cases:** Staff proposes that calendar revisions, such as extending winter recess by two weeks, be analyzed and considered. An extension of the calendar at winter recess, where an additional two weeks was added to the current recess, could be beneficial in case of a surge in COVID-19 cases. Staff will complete additional analysis and provide recommendations at a fall 2020 Board meeting.

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

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

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

will be widespread and will require additional expertise in mental health, with increased trauma and sensitivity training for all staff, students and parents.

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

Mental Health and Social Emotional Learning Plan

The mental health and social emotional learning plan is an important component of the Reopening Plan and is guided by the work of the District's Social Emotional Learning Guiding Coalition. Formed in the fall of 2019, the Guiding Coalition is a committee of certificated staff, classified staff, and District and site level management. The findings of the spring 2020 parent survey, and the recommendations of the coalition, have provided strong guidance to the Reopening School Plan:

- **Mental Health Support for Students and Staff:** All staff will be trained on how to identify students struggling with trauma and refer them to mental health professionals for additional support. All District administrators will be trained in the summer in social emotional learning and emotional support strategies that will be used to support both their staff and students. The training will include an overview of the social emotional competencies that align with the curriculum and work of the school counselors, and an initial focus on self-awareness techniques.
- **Training for Staff and Parents regarding Social Emotional Support and Learning Strategies:** To build capacity with social emotional learning, staff will be providing on-going professional learning district-wide for management, certificated and classified staff throughout the school year starting with the summer professional learning academy. The professional learning will focus on trauma-informed practices, self-awareness, mindfulness, signature social emotional learning practices to build relationships and implicit bias. These core competencies are aligned with the major student competencies that will be taught via self-paced lessons for students district-wide. The core competencies include emotion regulation, empathy, skills for learning, social justice, and bully prevention. Since parents and guardians play such an important role in the lives of students, it is essential that they acquire the SEL competencies to support their children. Various parent workshops will be offered for parents on self-awareness, self management, anxiety and social justice.
 - **Elementary school topics include:**
 - Emotion Regulation (Second Step)
 - Skills for Learning (Second Step)
 - Empathy (Second Step)
 - Multiculturalism/Social Justice (Counselor Created)
 - Bully Prevention Lesson (Second Step)
 - **Middle School topics include:**

- Schedule and Time Management (Counselor Created)
- Anxiety (Second Step)
- Building Community & Combating Hate (Counselor Created)
- Motivation (Second Step)
- Anti-Bullying (Second Step)
- **High School topics include:**
 - Diversity and Multicultural Awareness
 - Mental Health: Burnout, Red Flags, When to Ask for Help
 - Mental Health: Anxiety and How to Cope
 - Stress Management
 - College and Career Exploration (9, 10)
 - Building a College List & FAFSA (11, 12)
- **Parent Workshop topics include:**
 - Self Awareness and Self Management
 - Social Justice
 - Anxiety/ How to Address School Refusal

District's Cultural Proficiency Task Force and Cultural Diversity

The Reopening Schools Plan also prioritizes an increased awareness of the value and importance of inclusion and cultural diversity of the District.

Cultural Proficiency Task Force and Meeting with Students: In the fall of 2019, the Cultural Proficiency Task Force was formed to develop a three-year plan. The 44 member Cultural Proficiency Task Force's mission is to facilitate systemic change that increases learning outcomes for all students and ensure an inclusive environment where students, staff and the community value diversity. On July 8, 2020, the Superintendent, Executive Cabinet, and members from the Cultural Proficiency Task Force met with four students representing the group CUSD Against Racism to listen to the key findings from their survey which gathered 830 responses from students and parents. The goal of the meeting was to discuss their ideas for next steps to support inclusivity and equity in the District. The students shared that they feel it's important to hear the student and parent stories to change campus cultures so racism isn't normalized. They requested that the District focus on curriculum (representing Black, Indigineous, and People of Color), add an Ethnic Studies or similar course as a graduation requirement, provide anti-bullying training for teachers and other staff, utilize restorative justice practices, and include student representation on the Cultural Proficiency Task Force.

The Cultural Proficiency Task Force and staff agreed to identify key priorities and establish measurable goals and to solicit on-going input from stakeholders on the development and implementation of the action plan. Staff also agreed to the following proposals:

- Begin work on curriculum and explore an APEX online Ethnic Studies course pilot
- Continue restorative practices training
- Update the District's Discipline Handbook and discipline policies
- Provide training included with the annual Policy Acceptance procedures

- Improve Complaint website accessibility
- Engage the Student Representative to the Board to support student representatives on the Cultural Proficiency Task Force.

Staff is scheduling a follow-up meeting with the students to enhance staff accountability for the implementation of this work. The Cultural Proficiency Task Force will collaborate with stakeholders on the development of the action plan and will bring it for Board approval in the fall. Finally, at the request of Trustees, a new Cultural Proficiency Task Force webpage has been launched on the District website.

#4: Flexible and Innovative Program Models

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

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

Staff have studied multiple models and, based upon important feedback from the Reopening Teams, parents, and the District survey results, the following program options are recommended. This section of the Board Report will describe each program option, provide models, and consider the costs and impacts to staffing.

Program Options for Grades K-5 and 6-12

Grades K-5 Programs

For grades K-5, there are **three** programs available:

- **Program A:** 100% on-campus learning
- **Program B:** 50% on-campus learning and 50% home supplementary activities
- **Program C:** 100% online with teacher support provided

In a traditional modern elementary classroom setting, teachers provide academic instruction (math, literacy, science, and social studies) for approximately half the school day. The remainder of the day includes activities such as seatwork, art, music, recess, and lunch. While important, the supervision of these activities does not necessarily require a credentialed teacher. Therefore, in order to meet the Stage 2 requirements for distancing and smaller class sizes, the option provides smaller classes of elementary students where they spend one half of their day with a credentialed teacher and the other half of the day either with another teacher or staff member who works closely with the teacher to provide additional learning opportunities (**Program A**) or at home with a parent or another adult (**Program B**). Families who want to limit campus time but want their teacher to

provide direct instruction on campus could select a “half day” option (**Program B**) where their child works independently at home and does not attend the “extended learning” portion of the day on campus. **Program C**, the 100% online option, will allow elementary families to use the same established and proven curriculum that will be used in 2020-21 CUSD classrooms. Though this curriculum is designed for home use, it is not a homeschool curriculum. While an adult must make sure that students are completing the lessons, parents will not be required to teach. Trained teachers will provide support to students who are using the curriculum at home. **Table #1 demonstrates Programs A, B, and C for grades K-5.** Please note that all times are approximate and may vary. (Addendum #7)

The following is additional information regarding the elementary program options:

- **Family Preference Not Guaranteed for AM or PM in Program B:** Families who select Program B will be able to share their preference for either an AM or PM teaching session with their school principal; however, the family choice of AM or PM cannot be guaranteed, and the final decision for an AM or PM session will be determined by the site administrator.
- **Preschool:** Preschool students would attend school in groups of eight with a maximum capacity of 16 in a classroom. Some sites may begin the year with 8 students per session depending on enrollment and staffing considerations. Both fee and state programs will be operational. Instruction will be provided in a 3 hour session as 2, 3, and 5 day a week programs, AM or PM, depending on fee or state offerings. Student cohorts would be separate and would not include overlapping of the sessions in order to maintain small groups of students and maintain distancing. Staff is developing Pre-K online modules in Canvas that may be offered as an option for some families in addition to a 100% online curriculum in case of closure. The preschool program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource.
- **Transitional Kindergarten:** Transitional Kindergarten students will attend school five days per week in an AM/PM model led by a classroom teacher with a maximum group size of 16. The AM and PM sessions would be separate and would not include overlapping of the sessions in order to maintain small groups of students and appropriate distancing. Students will receive 3 hours of instruction daily, with 2.5 hours per day in the classroom and a half an hour of online extended learning. The state requirement for daily instructional time in Transitional Kindergarten is 3 hours. For the online instructional component, teachers are developing Transitional Kindergarten grade level modules in Canvas for the daily 30 minutes online and for 100% online learning in case of closure. The Transitional Kindergarten program uses a curriculum model that addresses state standards for learning with the use of “Big Day” as a curriculum resource.
- **Extended Learning:** In the survey that was sent to District families on May 22, 2020, 47% of the families who identified as having children in elementary schools during the 2020-2021 school year shared that they would have a need for childcare. Having students in school daily provides students the maximum educational benefit possible in addition to enabling families to know that their students are being safely supervised during the time that they are in school. Many families rely on childcare due to work schedules, and this will continue to be provided to families by District partners such as the YMCA. In addition, elementary schools will provide supervised independent study, described as “extended

learning,” for families who are unable to access childcare. This will take place at the student’s school of residence. Extended Learning staff would include classified staff, such as paraeducators, and certificated staff, such as teachers, assistant principals, or school counselors. The staff member would work under the direction of the teacher and would provide structured learning time that reinforces the teacher’s direct instruction. During instructional time, the classroom teacher would provide first instruction, lessons, and assessment; whereas the extended learning staff member would reinforce the classroom lessons, provide structured independent study, skill reinforcement, and assistance with homework. Extended learning may also include other enrichment activities such as structured P.E., music, and art, similar to a middle school “wheel” of elective choices.

- **Alternative Plans for Extended Learning and Inclement Weather:** Staff recognizes that alternative plans are needed for days with inclement weather, including excessive heat and rain, on campuses where extended learning is facilitated primarily using outdoor spaces. At the school sites with higher enrollment where indoor space for extended learning is limited, principals will develop alternative plans to prepare temporary indoor options on days with inclement weather. Staff is also analyzing additional options regarding inclement weather contingency plans for extended learning when indoor space is limited.

Grades 6-12 Programs

For grades 6-12, there are two programs available:

- **Program A:** 50% on-campus learning and 50% online independent study
- **Program B:** 100% online with teacher support provided

The 100% on-campus learning model is not available for middle and high schools due to lack of sufficient classroom space to house smaller groups of students as required in Stage 2. **In Program A**, students will be on campus 2 1/2 days per week with the remainder of their academic time spent in online study or home supplementary activities. **In Program B**, a 100% online learning program will allow families to use the same established and proven curriculum that will be used in 2020-21 CUSD classrooms. Though the curricula used in the two program choices for Middle/High School are designed for home use, they are not homeschool curricula. While an adult at home must make sure that students (particularly younger students) are completing the lessons, parents will not be required to teach. Trained teachers will teach students using the online curriculum. **Grades 6-12 attend their home school campus 50% of the week and work independently in an online setting for the other 50%.** They attend classes at their school of residence on Monday/Wednesday or Tuesday/Thursday and every other Friday. A full day program is not available for grades 6-12 due to the fact that distancing requires that class sizes are limited to approximately 16 students, and sufficient classroom space and staff are not available for all students to be on campus every day.

Table 2 demonstrates Program A for grades 6-12 where students attend 2 ½ days per week on campus with the remainder of their time online. The 50 percent model is divided into six periods and follows the traditional block schedule at the high school. Please note that all times are approximate and may vary. (Addendum #8)

Program Elements for All Programs Grades K-12

- **Increased Child Care Options for Middle School Students:** While the elementary programs provide a 100% on campus learning option, a full day program is not available for middle school. Staff continues to explore different opportunities for increased child care options at middle schools.
- **Opportunities to Change Programs During the School Year:** Staff recognizes that the ability to change programs during the school year is a value to families. Given the uncertainty caused by the COVID-19 pandemic, families may choose the 100% online program at the beginning of the year due to health concerns, and then desire to return to on campus learning when conditions change. Conversely, families may initially select the on campus learning program but then experience an illness during the course of the year where there is a need for the 100% online program to avoid potential exposure to COVID-19.

Program changes should only occur at certain benchmarks during the year in order to maintain proper staffing of teachers and extended learning and to provide continuity of learning to the student. The Reopening Team has provided feedback regarding timing of program changes. Based upon this feedback, staff is proposing the following:

- Last date for registration for fall 2020: July 31, 2020
- Program change opportunities for elementary: trimester breaks (November 2, 2020; February 22, 2020)
- Program change opportunities for secondary: quarterly, progress reporting periods, or semester break

Staff recognizes that families should have maximum flexibility to move from on campus to 100% online learning, particularly when the request is a result of a family health emergency. Furthermore, as a result of the Reopening Team feedback, staff is further considering more frequent opportunities for families to discontinue the extended learning portion of their elementary program. Staff will continue to define the program change process and will share a final decision with Trustees and families prior to the July 31, 2020, deadline for fall enrollment. Staff will also advertise this information on the Reopening Page website and in the Frequently Asked Questions document.

- **Special Education Programs:** All special education programs and related services would be available both on campus and online in Option #3:
 - All special education families will have the same choices for instruction as their general education peers
 - Secondary students in specialized programs will have the additional option of being on campus full time, in order to meet the requirements of their IEP
 - All students in specialized programs attending 100% on campus will follow a similar schedule as their general education peers
 - All elementary students: 2.5 hours direct instruction, 2.5 hours of extended learning
 - Secondary students in specialized programs will have the additional option to remain on campus full time for what would be their virtual independent learning support time as well as the days they would be off track. The

students who remain on campus will be those who's IEP services and minutes reflect a need to be on campus full time.

- If a parent is requesting less time on campus than their child's IEP reflects, an IEP meeting will need to be held to discuss the change in services.
- **Specialized Academic Instruction**
 - Students who attend 100% online will receive specialized academic instruction virtually in accordance with their IEPs, may be on site or virtual.
 - Students who attend 50% on campus and 50% online will receive specialized academic instruction in accordance with their IEPs; services could be in person or virtually depending on goals, service environment, and other factors which will be discussed in an IEP meeting.
 - Students who attend 100% on campus will receive specialized academic instruction on campus in accordance with their IEPs, goals, and service environment.
- **Related Services**
 - Related services include speech, occupational therapy, and adaptive P.E.
 - Services will be provided both on campus and online in preschool, grades TK-12, and Adult Transition Program.

Assumptions

The Reopening School program options were built on a series of assumptions. These assumptions were based on survey data, feedback from stakeholder groups, and official guidance and recommendations from the California Department of Public Health. Survey data indicated that between 13 percent and 17 percent of District families would elect to have their children participate in a 100 percent online option. It also revealed that 43 percent of families would need childcare if school did not resume in a manner that ensured students were on campus for a full day option each day. Community input and feedback helped shape the District assumptions about the importance of opening school in a manner that ensures student safety, and that helps students return to their school of residence and with school staff with whom they are familiar. Input further led to assumptions about maintaining strong academic programming in high schools and the need to find ways to increase social-emotional support for all students. Staff have confirmed that adequate facility space is currently available, or can be temporarily added through outdoor shade structures, to ensure schools provide appropriate learning environments based upon the projections from the survey results.

5 Elementary Schools with Highest Enrollment

Further analysis is being completed at five schools with greater enrollment regarding campus space if the parent registration for extended learning exceeds the 43% from the initial survey. Oso Grande Elementary, Vista del Mar Elementary, Las Palmas Elementary, Chaparral Elementary, and Ladera Ranch Elementary are the elementary schools with the highest student enrollment. After registration is confirmed, if demand for extended learning exceeds 70% at these schools, students may need to attend nearby elementary school campuses to support all Program A 100% On-Campus learning requests. Every effort will be made to accommodate families on their school

campus of residence. Staff will work with site administrators at these five sites to maximize learning spaces prior to considering alternative campuses.

Staffing Reassignments and Financial Cost

In order to realize the core value of returning elementary students to school with 100% On-Campus Learning (Program A), reassignment of both certificated and classified staff is required to meet the need for Extended Learning options in elementary schools. As previously referenced, teachers, paraeducators, and other staff would be **temporarily** reassigned to provide activities and support for students who participate in the full day option on elementary school campuses. This could involve fitness, art, music, mindfulness, and small group counseling activities to help the youngest and most vulnerable students have access to increased support. Based upon the assumption that approximately 50% of elementary families would select Program A, approximately 300 staff members would be required to support this program. Additional costs for temporary classroom modifications and temporary outdoor shade structures would also be necessary to ensure adequate learning space, particularly on campuses with higher enrollment. This information is included in the financial implications section of the Board report.

Teachers to Be Temporarily Reassigned to Extended Learning

Table 3 provides more specific information regarding the number of teachers that would be temporarily reassigned to support extended learning. In addition, current paraeducators would be reassigned, and any additional paraeducators needed would be hired using the Federal CARES Act funding:

Table 3

Teacher	# Temporarily Reassigned**
PE teachers (MS and HS)	30
Elective teachers (HS)	10
CCP	4.6
Health teachers (HS)	4.6
Music teachers (ES)	27
Total # of Teachers	76.2

ES = elementary school; MS = middle school; HS = high school

**** All staffing numbers are estimates and may adjust as staffing is finalized.**

Paraeducators to be Hired or Reassigned to Extended Learning

After teacher reassignments, as described in Table 3, counselors, assistant principals, and paraeducators would be assigned to staff the remaining extended learning classes. Table 4

estimates the number of positions to supervise extended learning for elementary students at 300, and this is built on the assumption that approximately 50% of families would choose Program A (100% on campus learning). If early registration demonstrates that more than 300 positions are necessary, then the number of paraeducators needed to fully staff extended learning in elementary school, and the associated cost, would increase. Please note that **funds from the Federal CARES Act, which are one-time monies that must be spent prior to December 31, 2020, would be used to pay for additional staff.**

Table 4: Staffing of Extended Learning

Teachers and Staff Needed for Extended Learning**	# of Positions
Supervised Extended Learning	300
Reassigned Teachers	-76.2
Elementary Counselors	-11
Elementary APs	-10
Reassign Paraeducators	-75
District Certificated staff	-4
District Management staff	-3
Total Paraeducators Needed	120.8
Estimated Cost of Paraeducators	\$4,174,000

**** All staffing numbers are estimates and may adjust as staffing is finalized.**

Early Registration Data and Program Selections

Staff extended the deadline for families to complete early registration to Friday, July 10, 2020. The data will be reviewed to determine the number of families requesting program types at the elementary and secondary levels. A summary of the early registration information will be provided to Trustees in the Reopening Schools PowerPoint presentation which will be made available to the public on Tuesday, July 14, 2020.

Temporary Adjustment to Graduation Requirements for Reassigning of Teachers

Staff is proposing temporary changes to three Board policies to support increased flexibility for students and for the District. The temporary policies would be in place for up to two years, to support increased flexibility for high school students. The temporary changes will reduce requirements to graduate and provide the District resources to provide support to our elementary students.

The temporary policy adjustments include:

- Students would have more opportunities to take classes through educational institutions such as community colleges.
- Grade 9 and grade 10 students take a minimum of 5 classes in District schools and grade 11 and grade 12 students take a minimum of 4 classes in District schools.
- Reducing the required number of classes needed to graduate from high school to 200 for the classes of 2021 and 2022. This would reduce the number of elective credits students would need to take in order to graduate from high school. Specifically, 15 elective credits and 5 credits of health would no longer be required for students in order to graduate from high school.
- Allow students to take more than 1 class at a community college and allow students to take these classes regardless of the class being offered on their high school campuses.
- Eliminate the restriction of weighted grades for college courses. The classes of 2022-2023 and 2023-2024 would be grandfathered under the 200 credit requirements as outlined in the proposed temporary policy.
- Allow approved college courses to be awarded weighted grades alongside AP, IB, and Honors level courses.

With this flexibility, elective, health, and physical education teachers are available to provide programming and support to the elementary students to augment their learning and instruction during extended learning. These teachers would be temporarily reassigned to support the class sizes of 16 students in elementary. Extended Learning staff would provide students with activities to: reinforce skills learned from the teacher; assist with homework; provide structured play; and facilitate “elective wheel” options such as art, music, and PE.

Return to Normal Schedule

All schools are prepared to return to a normal schedule if and when the health and safety guidelines can be met. At the elementary level, students would resume full day classes with their current teacher. At middle school, students would receive new schedules to reflect the addition of physical education. Middle school students would maintain the same courses, but could potentially have some changes in teachers. At high school, students would receive new schedules to reflect physical education and potentially other courses being added back into their schedules. High school students would maintain the same courses, but would likely experience some changes in teachers. With the use of Apex learning, Scout, and District-created classes, pacing for all courses will be aligned to allow for smooth transitions to a different teacher.

TIMELINE AND NEXT STEPS

The Reopening Schools Plan includes important benchmarks and timelines between July 15, 2020, and August 18, 2020, the first day of the 2020-2021 school year. If approved by Trustees, staff will begin planning for appropriate staffing, scheduling, and arrangement of resources and materials. Staff will begin work with both associations to collaboratively develop agreements regarding working conditions and other issues. The community and staff will continue to receive weekly updates from Communications via email, social media, and on the Reopening School

website for updates regarding any changes to County health and safety guidelines, and potential impacts to reopening, leading up to August 18, 2020.

Communication

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

- **Reopening Website:** The Reopening Schools website was launched on June 22, 2020. It includes Frequently Asked Questions, an executive summary of the Reopening Schools programs, and links to the California Department of Public Health guidelines, the Orange County Health Care Agency, and other resources. It also provides all archived community messaging regarding reopening.
- **Reopening Weekly Message:** Communications will continue to provide weekly messaging, including an update after the July 15, 2020, Board meeting, regarding next steps. Staff will also provide weekly updates to all District employees.
- **“Early Registration” and Confirmation for Fall 2020 K-12 Educational Program:** Every District family was asked to apply for “early registration” to indicate their program choice by either completing a Google form or inputting directly into Aeries. Early registration was due July 10, 2020. District staff will contact families who did not respond to the early registration request between July 20, 2020-July 31, 2020 to confirm their registration for their program of choice. If a family is not reached, by default their child will be enrolled in Program A (100% on campus) for elementary and Program A (50% on campus) for secondary. Families will not be able to change their program choice after July 31, 2020.

Table 5 provides information regarding timelines and deliverables for an effective reopening of school:

Table 5: Timeline, Important Dates, and Actions

Timeline and Important Dates	Actions
July 13, 2020 - July 17, 2020	<ul style="list-style-type: none"> * Forms reviewed by staff *Staffing in response to intent forms continues * Review of County health requirements * District messaging re Reopening and July 31, 2020 deadline for final registration to families * District message re Reopening to staff

	<ul style="list-style-type: none"> * Distribution of Personal Protective Equipment and supplies to District Office and ancillary offices
July 15, 2020	<ul style="list-style-type: none"> * Board meeting * Board action regarding Reopening Plan
July 20, 2020 - July 24, 2020	<ul style="list-style-type: none"> * District leadership training regarding Reopening Plan and mental health, emotional support, and cultural diversity * Ordering of technology and devices * Principals return and continue planning and staffing based upon registration data and current guidelines * Review of County health requirement * District messaging re Reopening update to families and staff * Phone conferences begin to confirm registration * Distribution of Personal Protective Equipment and supplies to High Schools
July 27, 2020 - July 31, 2020	<ul style="list-style-type: none"> * Site planning completed for Reopening * District messaging re Reopening update to families and staff * Phone conferences completed with families to confirm intent for registration * Distribution of Personal Protective Equipment and supplies to Elementary and Middle Schools
August 3, 2020 - August 7, 2020	<ul style="list-style-type: none"> * Review of County health requirements * Site messaging re Reopening update to

	<p>families and staff</p> <p>* Professional development begins for staff for Canvas, online curriculum, and health and safety</p>
August 10, 2020-August 14, 2020 and August 17, 2020	<p>* Site messaging re Reopening update to families and staff</p> <p>* Information provided to families regarding “healthy habits,” school procedures and schedules, and updated health and safety protocol</p> <p>* Workshops provided for families on Canvas Learning Management System and health and safety requirements</p> <p>* Professional development continues for staff for Canvas, online curriculum, and health and safety</p>
August 18, 2020	<p>* First Day of 2020-2021 School Year</p> <p>* Information provided to students regarding “healthy habits,” school procedures and schedules, and updated health and safety protocol</p>
August 19, 2020	<p>* Board Meeting</p> <p>* Update regarding Reopening of School</p>

FINANCIAL IMPLICATIONS

The following purchases and expenses will be **funded using the Federal CARES Act monies**:

- Chromebooks for every student in grades K-12 to ensure access to the online curriculum and learning resources; includes a commitment to funding for four year replacement plan: see following chart for initial and ongoing cost:

20/21	21/22	22/23	23/24	24/25
\$5,952,773.08	\$2,551,188.46	\$2,551,188.46	\$2,551,188.46	\$4,251,980.77

This project is funded from the CARES Act to cover the 20/21 and 21/22 fiscal years. For the 22/23 and subsequent years (A) the project is funded using one time or ongoing textbook monies (or maybe some other funding); and (B) the project is funded using general fund monies which will increase the deficit in those years and will require further reductions.

- Outdoor wireless at all elementary sites: \$215,000.
- 843 temporary outdoor shade structures for extended learning: \$142,409.
- Personal protective equipment, infrared thermometers, hand washing sinks, cleaning supplies, HVAC filters, tape. (will be claimed from FEMA with expected 75% reimbursement) \$1,342,000.
- Hire 120.8 Paraeducators for Extended Learning: \$4,174,000. If demand for extended learning exceeds the estimate of 50%, then more paraeducators will need to be hired and the expense will increase by an additional \$34,550 per paraeducator. CARES act monies will expire in December so anyone paid after that will need to be paid from other funds. This can be offset by the careful use of CARES funds to pay for other District costs.
- Additional assignment hours for teachers to build online curriculum and social emotional learning training for managers and teachers: \$401,355.

STAFF RECOMMENDATION

Staff recommends approval of the Reopening Schools Plan for the 2020-2021 school year. Staff asks for approval of the plan as a framework while additional details are defined and determined by the Reopening Teams, and collaborative agreements are finalized with the Capistrano Unified Education Association and Classified School Employees Association.

Lead Team

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

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

Logistics Team

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

Members of the Logistics Team include:

- Andrea Karolys, District Nurse
- Andrea Meissner, Principal
- Barbara Skelly, Teacher, Elementary
- Bill Kaiser, Teacher, High School

- Carlos Chicas, Director of Transportation
- Carly Hancock, Primary Music Teacher
- Clint Collins, Principal, Transition Programs
- Danielle Clark, Director of Related Services
- Danielle Davis, Assistant Principal, Elementary
- Dave Stewart, Executive Director, Human Resource Services and Professional Learning
- Deb Wiederecht, Occupational Therapist
- Debbi Keeler, Director II, Early Childhood Programs
- Debbie Qualtiere, Manager, Food Service Operations
- Denise Scarola, Manager, Insurance
- Diane Stagner, Supervisor, Food Service Operations
- Dorcas Scinico, Preschool Teacher
- Greg Nestor, Manager, Warehouse/Graphic Arts
- Heidi Crowley, Coordinator II, Charter Schools
- Jacquelyn Crummett, Lead Food Service Professional
- Janelle Stever, Program Specialist
- Jeana Dagley, Principal, Elementary
- Jie Gao, Teacher, Elementary
- John Forney, Chief Facilities Officer
- John Misustin, Principal and CUMA Representative, High School
- Johnnie Booker, Paraeducator IV
- Jon Ohnstad, Teacher
- Julie Uy, Office Manager
- Karen Scott, Director, Information Services
- Kathleen Kellman, Nurse
- Kathy Purcell, Executive Director
- Kory Wentzel, Block Music Teacher
- Kristen Hilleman, Director of Food and Nutrition Services
- Kristin Orloff, Assistant Principal
- Lauren Pattullo, Coordinator II, Special Education Services
- Lisa Stilwagner, Manager, Food Service Operations
- Luci Coppola, Assistant Principal, High School
- Lynh Rust, Executive Director, Contracts and Purchasing
- Manisha Kulkarni-Fish, Teacher
- Marnie Feeley, Psychologist
- Matt Atilano, Teacher, Middle School
- Matt Reid, HS Activities Director
- Megan Fallman, Teacher
- Melissa Anderson, Teacher
- Michelle Moore, Principal
- Michelle Proctor, Teacher
- Mike Beekman, Executive Director, Safety and Student Services
- Mike Moore, Teacher, High School
- Molly Thoman, Transportation Route Planner
- Nancy Cho, Program Specialist
- Natalie Baptiste, Coordinator II

- Nenoska Frink, Program Specialist
- Nicholas Dewald, Teacher
- Osvaldo Florentino, Custodian
- Pati Romo, Executive Director
- Philippa Townsend, Assistant Superintendent, Fiscal Services
- Rebecca Bailey, Assistant Principal, Elementary
- Rebecca Pianta, Coordinator, Counseling and Support Services
- Ryan Ortiz, Assistant Principal, Middle School
- Sandy Clark, Paraeducator IV
- Shannon Illingworth, Nutrition Specialist
- Sonia LeTourneau, Buyer Planner
- Stacy Yogi, Executive Director
- Susan Carlisle, Manager, HRS
- Ted Norman, Director, M&O
- Vernitra Clark, LVN

Student Values

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

Safety and Connectedness

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

Learning

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



Distance Learning Survey Results

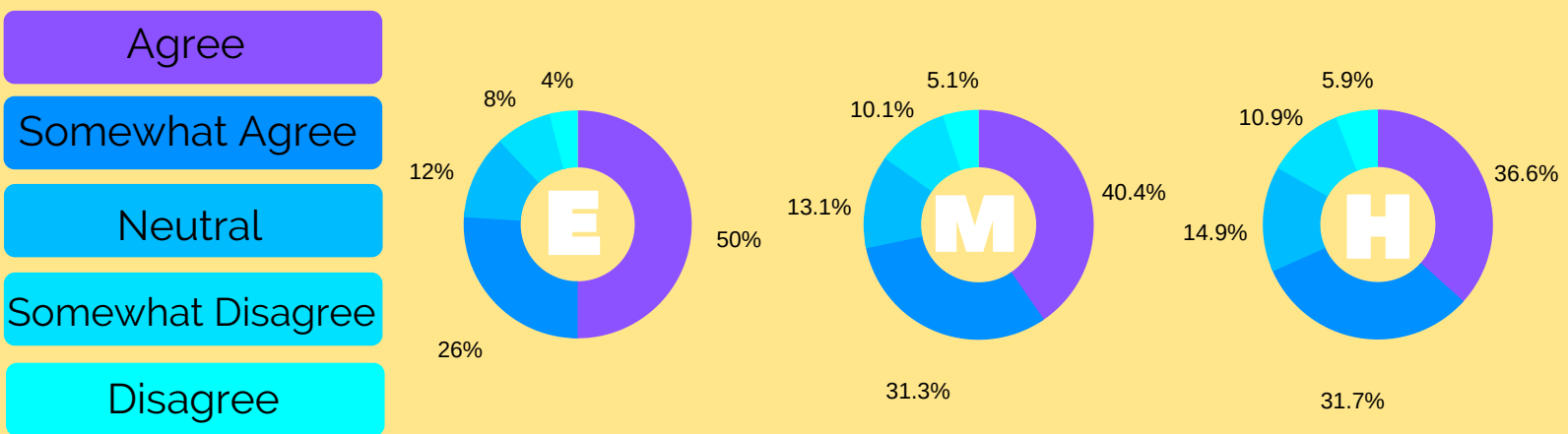
On Friday, May 22, 2020 staff sent out a survey to CUSD families to get feedback on their experiences with Distance Learning over the last two months, as well as their input regarding the reopening of school in the Fall. The results are as follows.

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

DISTANCE LEARNING

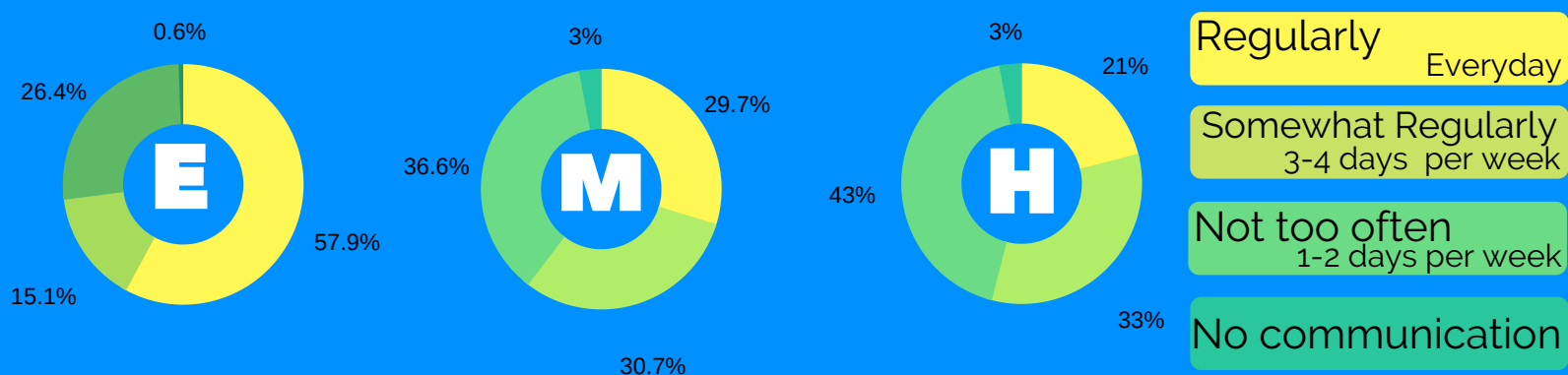
EFFECTIVENESS

The school did an effective job of implementing distance learning.



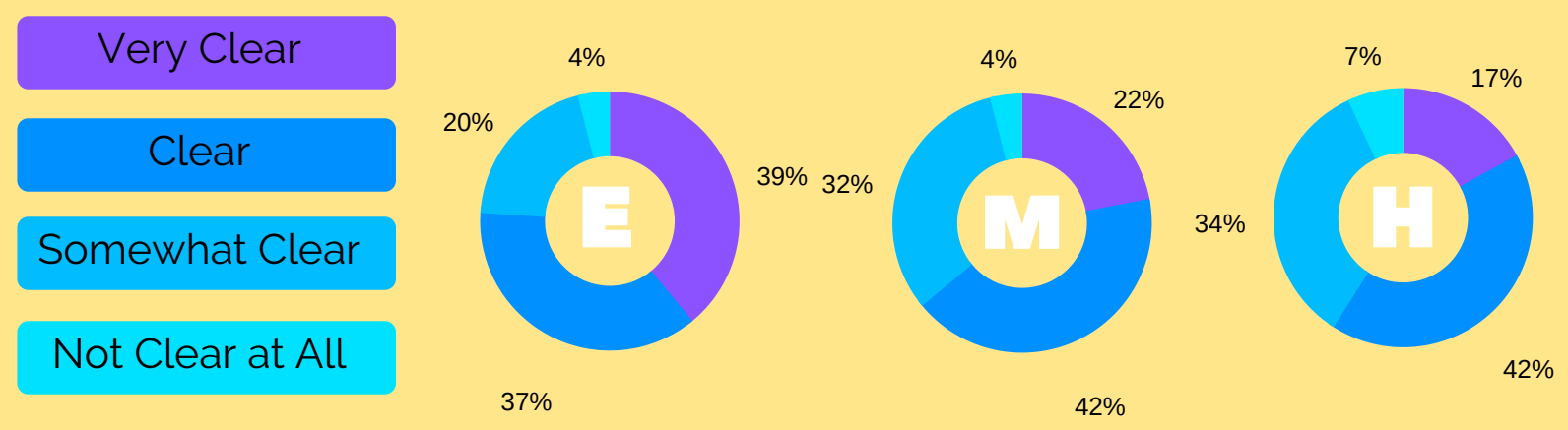
INTERACTION

Generally speaking, interaction with the teacher occurred ...



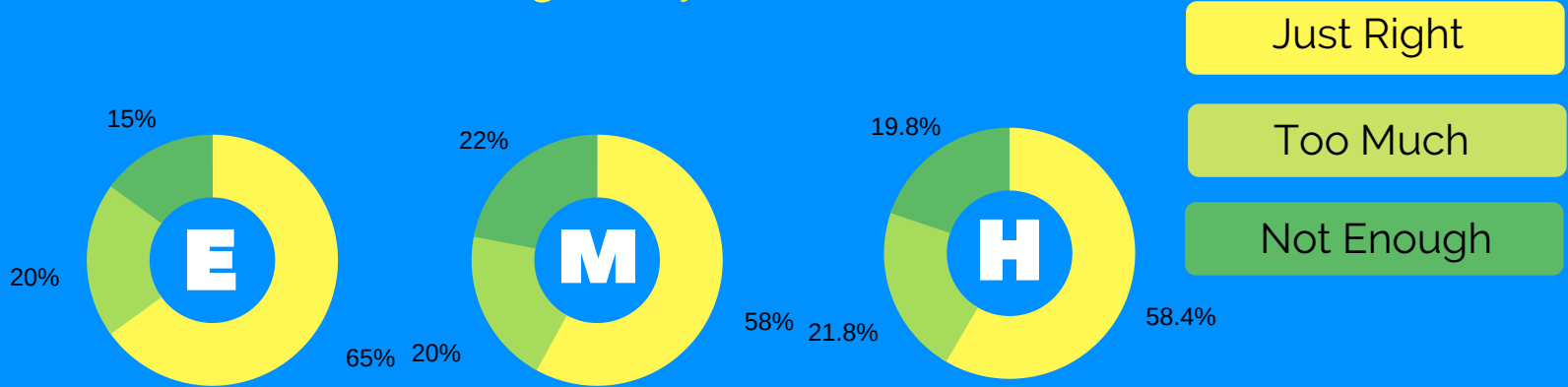
EXPECTATIONS

The school did an effective job of implementing distance learning.



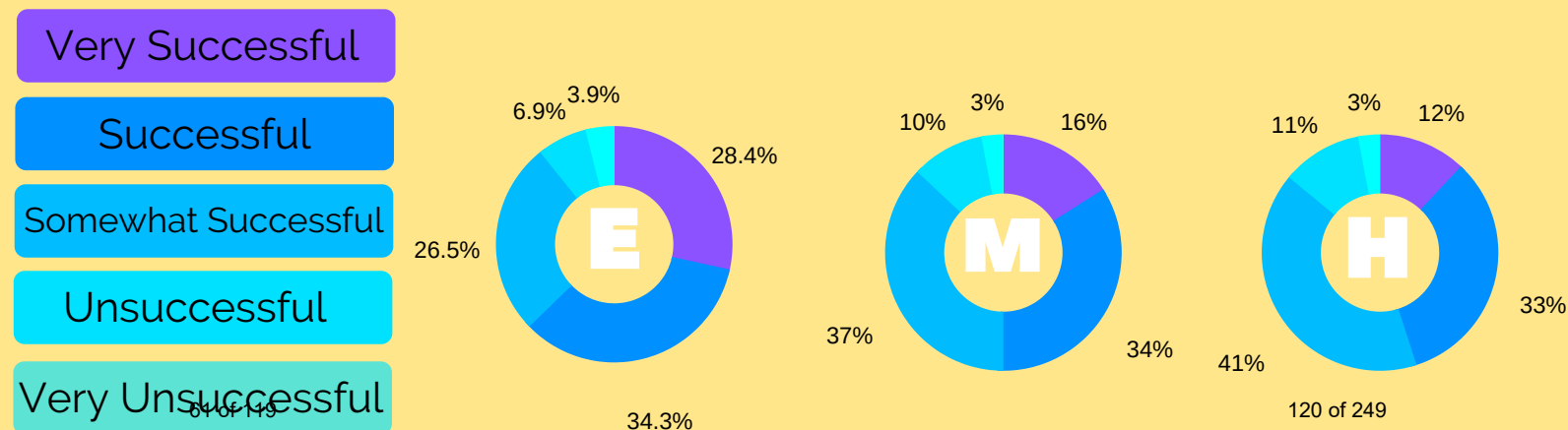
AMOUNT OF WORK

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



SUPPORT PROVIDED BY TEACHER

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



REOPENING OF SCHOOL

ON CAMPUS VS. VIRTUAL

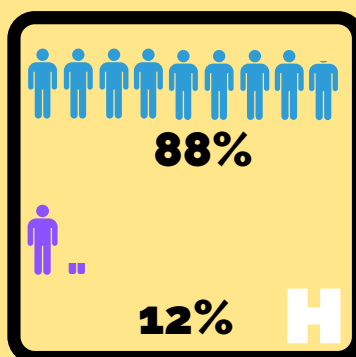
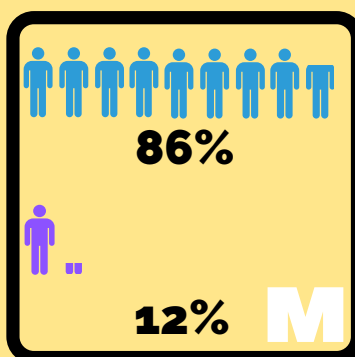
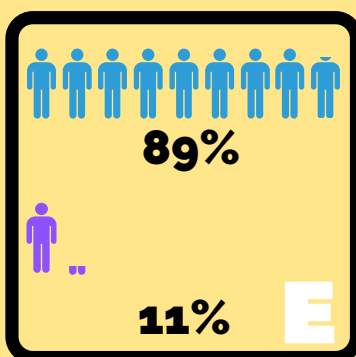
When schools open in the fall, assuming health restrictions are lifted and schools are in normal operations, which option would be your preference?



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



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



HYBRID VS. VIRTUAL

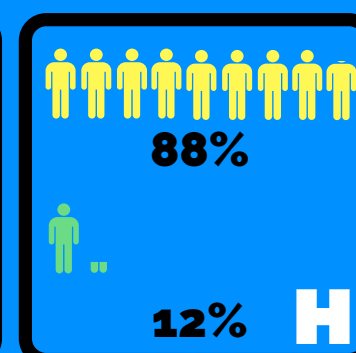
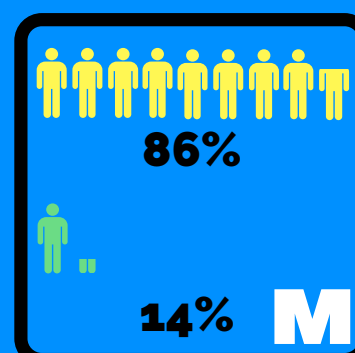
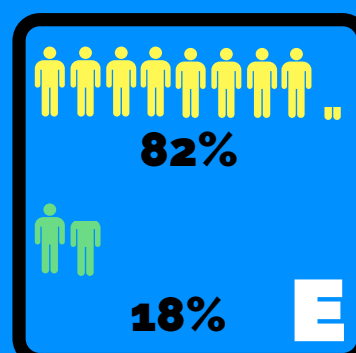
If this fall schools were unable to have students back in the traditional format but rather provided a hybrid model where students are on campus 2-3 days a week and learning online the remaining days, what would be your preference?



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



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



CHILDCARE

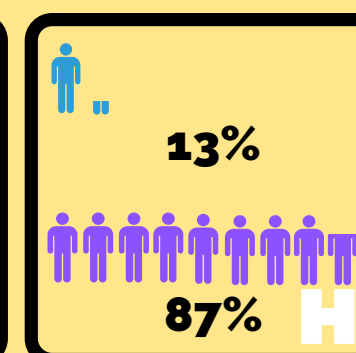
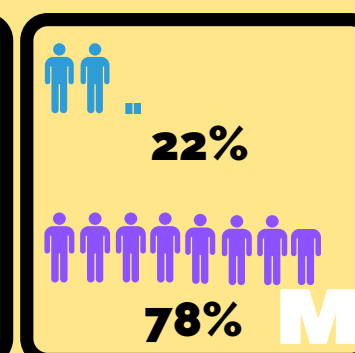
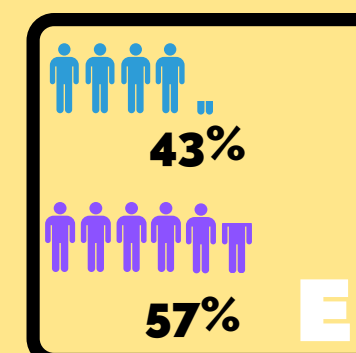
If this fall schools were unable to bring back students in a traditional format, but were required to provide a hybrid model in which students were only on campus 2-3 days per week, would you have a need for child care on the days your student was not attending school on campus (even if childcare was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



YES



NO



SOCIAL DISTANCING MEASURES

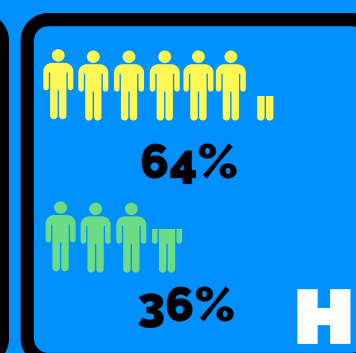
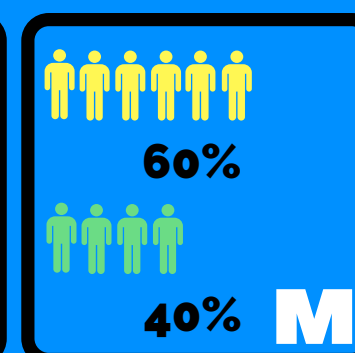
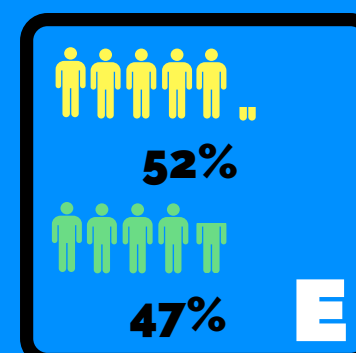
Would you have your child attend school where social distancing measures were in place and students would not have access to recess, outdoor lunch, or other large gatherings including assemblies, attendance at sports or musical events, etc?



YES



NO



SOCIAL DISTANCING MEASURES

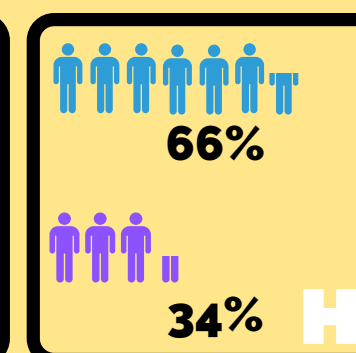
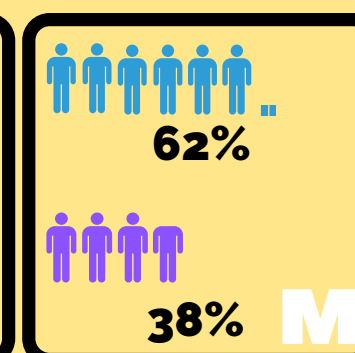
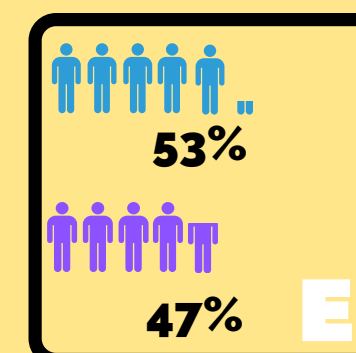
Would you have your child attend school where social distancing measures were in place that required students to wear face masks or adhere to other restrictions such as maintaining a six foot distance from others and increased requirements to wash hands and maintain clean work spaces?



YES



NO



COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs

Release date: **June 5, 2020**

Recommended effective date
no sooner than: **June 12, 2020**

All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.

OVERVIEW

Communities across the state are spending the next weeks and months preparing for the forthcoming school year. To assist with that planning process, the following guidelines and considerations are intended to help school and community leaders plan and prepare to resume in-person instruction.

This guidance is interim. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge, the guidance will be updated. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff; further guidance is forthcoming, including on school-based sports and extracurricular activities.

Implementation of this guidance will depend on local public health conditions, including those listed [here](#). Communities meeting those criteria, such as lower incidence of COVID-19 and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families. School leaders should engage relevant stakeholders—including families, staff and labor partners in the school community—to formulate and implement plans that consider the following:

- **Student, Family and Staff Population:** Who are the student, family and staff populations that will be impacted by or can serve as partners in implementing any of the following measures?
- **Ability to Implement or Adhere to Measures:** Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?
- **Negative or Unintended Consequences:** Are there any negative or unintended consequences to staff, students or families of implementing the measures and how can those consequences be mitigated?

The guidance is not intended to revoke or repeal any employee rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues. Cal/OSHA has more safety and health guidance on its [Cal/OSHA Guidance on Requirements to](#)

[Protect Workers from Coronavirus webpage](#), and will be developing supplemental guidance to assist education employers in complying with Cal/OSHA's COVID-19-related standards.



1. General Measures

- Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. For example:
 - Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found [here](#).
 - Consult with your county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
 - Collaborate with other local educational agencies in your region, including the county office of education.
 - Regularly review updated guidance from state agencies, including the [California Department of Public Health](#) and [California Department of Education](#).
- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance.
- Develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19. See Section 10 below.
- Develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. Groups that might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

- Be aware of Cal/OSHA requirements to conduct site-specific hazard assessments and develop and implement an effective plan to protect employees.



2. Promote Healthy Hygiene Practices

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
 - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
 - Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
 - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly.
 - Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
 - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
 - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
 - Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Teach and reinforce use of [cloth face coverings](#), masks, or face shields. Face coverings are most essential when physical distancing is not practicable.

- All staff should use cloth face coverings unless Cal/OSHA standards require respiratory protection. Teachers can use face shields, if available, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction.
- Food service workers and staff in routine contact with the public (e.g., front office) should use gloves and facial coverings.
- Students should be encouraged to use cloth face coverings. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained, such as school buses or other settings where space may be insufficient.
- Students and staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
- Information should be provided to all staff and families in the school community on [proper use, removal and washing of cloth face coverings](#).
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
 - Employers should provide and ensure staff use face coverings and all required protective equipment.
 - The California Governor's Office of Emergency Services (CalOES) and the Department of Public Health (CDPH) are and will be working to support procurement and distribution of personal protective equipment. Additional information can be found [here](#).



3. Intensify Cleaning, Disinfection, and Ventilation

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Staff should [clean and disinfect](#) frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day by trained custodial staff.

- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables
 - Student Desks
 - Chairs
- Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces.
- Limit sharing of objects and equipment, such as toys, games and art supplies to the extent practicable. But where allowed, clean and disinfect between uses.
- When choosing cleaning products, use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list "N"](#) and follow product instructions.
 - To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
 - Avoid products that mix these ingredients with peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
 - Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product

instructions. All products must be kept out of children's reach and stored in a space with restricted access.

- Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Ensure safe and correct application of disinfectant and keep products away from students.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
 - If opening windows poses a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.



4. Implementing Distancing Inside and Outside the Classroom

ARRIVAL AND DEPARTURE

- Open windows and maximize space between students and between students and the driver on school buses where practicable.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Consider using privacy boards or clear screens.

CLASSROOM SPACE

- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Implement procedures for turning in assignments to minimize contact.

NON-CLASSROOM SPACES

- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
- Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by class.



5. Limit Sharing

- Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable.



6. Train All Staff and Educate Families

- Train all staff and provide educational materials to families in the following safety actions:
 - Enhanced sanitation practices
 - Physical distancing guidelines and their importance
 - Use of face coverings
 - Screening practices
 - COVID-19 specific [symptom](#) identification
- Consider conducting the training and education virtually, or, if in-person, ensure distancing is maintained.
- Information should be provided to all staff and families on [proper use, removal and washing of cloth face coverings](#).



7. Check for Signs and Symptoms

- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19.
- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without

fear of reprisal, and ensure staff, students and students' families are aware of these policies.

- Implement screening and other procedures for all staff and students entering the facility.
 - Conduct visual wellness checks of all students and take students' temperature with a no-touch thermometer.
 - Ask all individuals about [COVID-19 symptoms](#) within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 - Make available and encourage use of hand-washing stations or hand sanitizer.
 - Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#). As noted in Section 9 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification.
 - If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card to identify if the student has a history of allergies.
- Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other [COVID-19 symptoms](#).
- Policies should not penalize students and families for missing class.



8. Plan for When a Staff Member, Child or Visitor Becomes Sick

- Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.

- Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
 - Fever
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
- For serious injury or illness, call 9-1-1 without delay. Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on [CDC's webpage](#).
- Notify local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws. Additional guidance can be found [here](#).
- Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you [clean and disinfect](#). If it is not possible to wait 24 hours, wait as long as practicable. Ensure a [safe and correct application](#) of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
- Advise sick staff members and students not to return until they have met CDC criteria to discontinue [home isolation](#), including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Provide students, teachers and staff from higher transmission areas opportunities for telework, virtual learning, independent study and other options as feasible to reduce travel to schools in lower transmission areas and vice versa.



9. Maintain Healthy Operations

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#).
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support staff and students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, virtual learning or independent study.



10. Considerations for Partial or Total Closures

- Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, implement the following steps:
 - In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.

- Given standard guidance for isolation at home for at least 14 days after close contact, the classroom or office where the patient was based will typically need to close temporarily as students or staff isolate.
- Additional close contacts at school outside of a classroom should also isolate at home.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- Implement communication plans for school closure to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable for public local educational agencies.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.

ORANGE COUNTY TOGETHER

SCHOOL REOPENING CHECKLIST

In accordance with the [OC Health Officer's Orders](#) effective June 20, 2020, all businesses, industries and entities that reopen in Orange County shall post an industry-specific checklist and attestation at a visible location at the public entrance of each property. The OC Health Care Agency and the Orange County Department of Education recommend county schools follow this checklist that is supplemental to the [COVID-19 California Department of Public Health \(CDPH\) Industry Guidance: Schools and School-Based Programs](#). The checklist is a summary. Districts and schools should familiarize themselves with the complete CDPH guidance before using this checklist.

1. Develop a Written Worksite Specific Plan

- ☐ Identify the person(s) responsible for implementing the plan.
- ☐ Perform a risk assessment and identify the measures that will be taken to prevent spread of the virus. (May be completed by the school or district)
- ☐ Develop a plan that is consistent with recommendations by the [California Department of Public Health \(CDPH\)](#) for when a staff member, child or visitor becomes sick or tests positive for COVID-19. The plan should include the following:
 - ☐ Identify a process to investigate COVID-19 cases, alert the local health department, and identify and isolate close contact with students or staff until they are tested.
 - ☐ Considerations for a partial or total closure in response to a student, teacher or staff members testing positive for COVID-19.
 - ☐ A plan for communicating positive cases to staff and parents, and for the return of students or employees who have recovered from the illness.
- ☐ Develop a plan for maintaining healthy operations that is consistent with recommendations by the CDPH.
- ☐ Train and communicate the plans with employees and employee representatives.
- ☐ Develop a process to check for compliance and to document and correct deficiencies.
- ☐ Develop a plan for distance learning should school(s) need to temporarily close due to COVID-19.

Please post this checklist on campus in a visible location.

2. Provide Relevant Training for Employees and Students

- ☐ Train all staff and students and provide educational materials to families in the following safety actions:
 - ☐ Enhanced sanitation practices
 - ☐ Physical distancing guidelines of six feet and their importance
 - ☐ Use of face coverings including proper use, removal, and washing of cloth face coverings according to CDPH guidelines.
 - ☐ Use a tissue to wipe their nose and to cough/sneeze inside a tissue or elbow. Throw tissues away and wash hands immediately.
 - ☐ Screening practices using CDC guidelines.
 - ☐ Information related to COVID-19 including the following:
 - ☐ Specific symptom identification
 - ☐ Emphasis on not coming to work or school when exhibiting signs or symptoms of COVID-19
 - ☐ Practices for preventing spread
 - ☐ When to seek medical attentions
 - ☐ Vulnerable populations
- ☐ Provide information to staff regarding:
 - ☐ Leave and workers' compensation benefits.
 - ☐ For janitorial workers and plumbers, communicate the hazards associated with working on sewage or plumbing, and performing janitorial services, since COVID-19 has been found in feces of infected persons.

3. Plan Individual Control Measures and Screening

- ☐ Identify a process for symptom screenings and/or temperature checks for all staff and students.
 - ☐ Students and staff who have a temperature 100.4 or higher will be sent home and remain home until fever free without using fever reducing medications for 72 hours.
- ☐ Require staff or students who are sick or exhibiting symptoms of COVID-19 to stay home.
- ☐ Food service workers and staff in routine contact with the public (e.g., front office) should use gloves and facial coverings.
 - ☐ Gloves should be disposed of immediately after use and not be worn for extended periods of time unless being changed frequently.
- ☐ Face coverings should be worn by students, staff and visitors when six feet of distancing is not feasible and other exemptions do not apply. In some circumstances, Cal/OSHA standards may require respiratory protection for staff.
- ☐ Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- ☐ Post signage to remind students, staff, family members and any authorized visitors to wear face coverings and practice physical distancing according to CDPH guidelines and Executive Orders.

Please post this checklist on campus in a visible location.

4. Implement Thorough Cleaning and Disinfecting Protocols

- ☐ Perform thorough cleaning in high traffic areas.
- ☐ Clean and disinfect frequently touched surfaces within school and on school buses at least daily and, if practicable, frequently throughout the day by trained custodial staff.
- ☐ Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- ☐ Limit use of shared playground equipment and objects and encourage physical activity that requires less contact with surfaces.
- ☐ Regularly clean and sanitize shared equipment when transferred between students and/or staff.
- ☐ Provide time for workers to implement cleaning practices during their shift.
- ☐ Ensure that sanitary facilities stay operational and stocked at all times.
- ☐ Ensure adequate supplies to support healthy hygiene behaviors.
- ☐ Post signs in schools, workplace and common areas emphasizing basic infection-prevention measures, including posting hand-washing signs in restrooms.
- ☐ Use products approved for use against COVID-19 on the Environmental Protection Agency-approved list, and follow product instructions and Cal/OSHA requirements including proper ventilation during cleaning and disinfecting. Keep products away from students.
- ☐ Discontinue any shared food or beverages by students and/or staff.
- ☐ Check air filters and filtration systems to ensure optimal air quality.

5. Promote Physical Distancing Guidelines

- ☐ Implement measures to promote six feet of physical distancing in accordance with [the Orange County Health Officer's strong recommendation effective June 20, 2020](#).
- ☐ For classroom space, consider the following:
 - ☐ Limit the number of students/staff in enclosed areas.
 - ☐ Students remaining in the same space and group as small and consistent as practicable, and minimize movement of students and teachers/staff as much as practicable.
 - ☐ Consider ways to establish separation of students through other means if practicable such as:
 - ☐ Six feet between desks
 - ☐ Partitions between desks; use clear plastic, study carrels or other barriers where six feet of physical distancing cannot be maintained
 - ☐ Markings on classroom floors to promote distancing
 - ☐ Arranging desks in a way that minimizes face-to-face contact
 - ☐ Space teacher and other staff desks at least six feet apart from student desks.
 - ☐ Use non-classroom space for instruction.
- ☐ In non-classroom spaces, consider the following:
 - ☐ Establish directional hallways and passageways for foot traffic, if possible, to reduce instances where individuals pass one another face-to-face.
 - ☐ Clearly mark areas where students, staff and visitors must queue to maintain physical distancing, or use alternative entry requirements.
 - ☐ Limiting nonessential visitors, volunteers, and activities. Use an appointment system, stagger appointments and reduce walk-ins.

Please post this checklist on campus in a visible location.

- ☐ Reconfigure waiting areas, lobbies, workstations and employee break rooms, if possible, to allow for at least six feet of distance.
- ☐ Limiting communal activities where practicable
- ☐ Minimizing congregate movement as much as possible.
- ☐ Serving meals in classrooms or outdoor areas where practicable.
- ☐ Adjust staff meetings to ensure physical distancing, and use phone or webinars if possible.
- ☐ For arrival and departure, consider the following:
 - ☐ Minimize contact at school between students, staff, families and the community as much as practicable.
 - ☐ Designate drop-off and pick-up locations that discourage large gatherings. Consider alternate scheduling.
 - ☐ Clearly designate entrances and separate exits if possible.

Please post this checklist on campus in a visible location.

ORANGE COUNTY TOGETHER

SCHOOL REOPENING ATTESTATION



On behalf of the _____ School District, I attest that I have taken the steps necessary to reopen school in a safe and responsible manner and completed the following measures in accordance with the industry-specific guidelines from the California Department of Public Health and the requirements of the Orange County Health Care Agency:

1. Develop a Written Worksite Specific Plan
2. Provide Relevant Training for Employees and Students
3. Plan Individual Control Measures and Screening
4. Implement Thorough Cleaning and Disinfecting Protocols
5. Promote Physical Distancing Guidelines

Site Administrator

Date

Superintendent or Designee

Date

School

District

Please post this attestation on campus in a visible location.

Securing Equipment and Supplies for Health and Safety Guidelines

In order to secure personal protective equipment and other supplies prior to the start of the school year, staff has placed orders as per the CDPH health and safety guidelines. See Addendum #6 for the items and quantities already ordered. CUSD indicates items ordered by the District, and OCDE indicates stock provided by the County. The column that describes “total” combines both the District and County.

Stock	CUSD	OCDE	Total
Hand Sanitizer 1 gallon	675	-	675
Hand Sanitizer 16.9 oz (case/24)	-	352	352
Cloth Masks Child	35,500	-	35,500
Cloth Masks Secondary/Adult	82,500	-	82,500
Face Shields Adult	75	38	113
Face Shields Child	50	-	50
Face Shields w/drape	100	-	100
Disp. masks 6-12/adult (box of 50)	50	1,298	1,348
Disp. masks K-5 (box of 50)	150	1,080	1,230
KN95 Masks	500	140	640
Blue gowns for Nurses	300	-	300
Plastic barriers	1,286	-	1,286
Thermometers	3,144	362	3,506
Gloves (box of 100)	600	-	600
Distance Dots	7,500	-	7,500
Orange tape	15,000	-	15,000
Portable Sinks	250	-	250
Ez-ups	843	-	843
Orange safety cones	1,500	-	1,500
Batteries AA	200		200
Batteries AAA	2,000		2,000

Table 1: Grades K-5 Programs A, B, and C

	Cohort 1 Full Day M-F	Cohort 2 Full Day M-F	Cohort 3 ½ Day AM M-F	Cohort 4 ½ Day PM M-F	Cohort 5 100% Online Only
Staggered Arrival	7:45-8:00 am	7:45-8:00 am	8:00-8:15 am	N/A	N/A
Teacher/ Supervisor	Supervisor #1 8:00-10:30 Extended Learning	Teacher #1 8:00-10:30 Classroom Instruction	Teacher #2 8:15-10:45 Classroom Instruction	Independent Study (Online)	Teacher #3 8:00-10:30 Online Instruction
Staggered Dismissal/ Transition	10:30-10:45	10:30-10:45	10:45-11:00	N/A	N/A
Lunch/ Clean desks	10:45-11:30	10:45-11:30	N/A	N/A	N/A
Staggered Arrival	11:30-11:45	11:30-11:45	N/A	11:45-12:00	N/A
Teacher/ Supervisor	Teacher #1 11:45-2:15 Classroom Instruction	Supervisor #1 11:45-2:15 Extended Learning	Independent Study (Online)	Teacher #2 12:00-2:30 Classroom Instruction	Teacher #3 12:30-1:00 Office Hours 1:00-2:30 Independent Study
Staggered Dismissal	2:15-2:30	2:15-2:30	N/A	2:30-2:45	N/A

**** Please note that times are approximate and may vary.**

Table 2: Grades 6-12 Program A

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

EVERY STUDENT EVERY DAY... IN A NEW WAY



Reopening Schools Plan

HEALTH AND SAFETY

- ✓ Physical Distancing
- ✓ Screening for Symptoms
- ✓ Personal Protective Equipment
- ✓ Daily Cleaning and Sanitizing
- ✓ Plan for Potential Closures



ONLINE LEARNING

Consistent Platform K-12
Device for Every Student
Blended Instructional Practices
Focus on Fundamentals
Intervention and Support
Services for special populations

MENTAL HEALTH AND EMOTIONAL SUPPORT

Training for Staff and Parents
Social Emotional Learning
Cultural Proficiency



FLEXIBLE AND INNOVATIVE PROGRAMS

Elementary Options

[Program Summary](#)
[Side by Side Comparison](#)
[Explanation](#)

Secondary Options

[Program Summary](#)
[Side by Side Comparison](#)
[Explanation](#)

NEXT STEPS

Program Registration by July 31st
Site Messaging Regarding Reopening Plans in August
Staff/Teacher Training in August
First Day of School August 18th



To learn more about District plans for reopening, please visit <https://capousd-ca.schoolloop.com/reopening>



SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

State of California—Health and Human Services Agency California Department of Public Health



GAVIN NEWSOM
Governor

COVID-19 and Reopening In-Person Learning **Framework for K-12 Schools in California, 2020-2021 School Year**

July 17, 2020

Overview

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. CDPH developed the following framework to support school communities as they decide when and how to implement in-person instruction for the 2020-2021 school year. New evidence and data about COVID-19 transmission, including variations by age, and the effectiveness of disease control and mitigation strategies continues to emerge regularly. Recommendations regarding in-person school reopening and closure should be based on the available evidence as well state and local disease trends.

The CA [School Sector Specific Guidelines](#), and the Centers for Disease Control and Prevention [CDC](#) have published additional guidance on school re-entry.

In-Person Re-Opening Criteria

Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county¹ monitoring list within the prior 14 days.

If the LHJ has been on the monitoring list within the last 14 days, the school must conduct distance learning only, until their LHJ has been off the monitoring list for at least 14 days.²

¹ School districts in LHJs that are cities are considered to be included as part of the county if the county is on the monitoring list.

² A waiver of this criteria may be granted by the local health officer for elementary schools to open for in-person instruction. A waiver may only be granted if one is requested by the superintendent (or equivalent for charter or private schools), in consultation with labor, parent and community organizations. Local health officers must review local community epidemiological data, consider other public health interventions, and consult with CDPH when considering a waiver request.





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Guidance Once Re-Opened to In-Person Instruction

How should schools think about testing?

Once schools are re-opened to at least some in-person instruction, it is recommended that surveillance testing be implemented based on the local disease trends. If epidemiological data indicates concern for increasing community transmission, schools should increase testing of staff to detect potential cases as lab testing capacity allows.

Who should be tested and how often?

School staff are essential workers, and staff includes teachers, para-professionals, cafeteria workers, janitors, bus drivers, or any other school employee that may have contact with students or other staff. School districts and schools shall test staff periodically, as testing capacity permits and as practicable. Examples of recommended frequency include testing all staff over 2 months, where 25% of staff are tested every 2 weeks, or 50% every month to rotate testing of all staff over time.

What if a school or school district reopens to in-person instruction, but the county is later placed on the county monitoring list?

Schools should begin testing staff, or increase frequency of staff testing but are not required to close.





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What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	<ul style="list-style-type: none"> Send home Recommend testing (If positive, see #3, if negative, see #4) School/classroom remain open 	<ul style="list-style-type: none"> No Action needed
2.	Close contact (+) with a confirmed COVID-19 case	<ul style="list-style-type: none"> Send home Quarantine for 14 days from last exposure Recommend testing (but will not shorten 14-day quarantine) School/classroom remain open 	<ul style="list-style-type: none"> Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> Notify the local public health department Isolate case and exclude from school for 10 days from symptom onset or test date Identify contacts (+), quarantine & exclude exposed contacts (likely entire cohort (++) for 14 days after the last date the case was present at school while infectious) Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) Disinfection and cleaning of classroom and primary spaces where case spent significant time School remains open 	<ul style="list-style-type: none"> School community notification of a known case
4.	Tests negative after symptoms	<ul style="list-style-type: none"> May return to school 3 days after symptoms resolve School/classroom remain open 	<ul style="list-style-type: none"> Consider school community notification if prior awareness of testing

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(†) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(††) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

Guidance on School Closure

What are the criteria for closing a school?

Individual school closure is recommended based on the number of cases, the percentage of the teacher/students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

If a school is closed for in-person learning, when may it reopen?

Schools may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

What are the criteria for closing a school district?





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A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

If a school district is closed, when may it reopen?

Districts may typically reopen after 14 days, in consultation with the local public health department.

State Resources for Case, Contact & Outbreak Investigations

California is committed to supporting local health departments with resources and other technical assistance regarding school case, contact, and outbreak investigations.



Elevated Disease Transmission

Two state designated measures are used to assess the level of COVID-19 burden in a county. They include: the 14-day case rate and the 7-day testing positivity rates for each measure, the higher the number, the more a county is impacted by COVID-19.

Measurement	14-Day Case Rate
Criteria Threshold	A county does <u>not</u> meet the criteria for the 14-day case rate if the case rate (per 100,000) is greater than <u>100</u> .
Definition and Calculation	<ul style="list-style-type: none"> • The total number of cases diagnosed and reported over a 14-day period divided by the number of people living in the county • This number is then multiplied by 100,000
Further Details	<ul style="list-style-type: none"> • Due to reporting delay, there is a <u>3-day lag</u> time <ul style="list-style-type: none"> ◦ A case rate calculated on April 1st would correspond to cases occurring from March 15th - March 28th • This measure of case rate uses the episode date which corresponds to the earliest date that the case can be known to have had the infection (and may relate to onset of symptoms) rather than the date reported
Measurement	7-Day Testing Positivity
Criteria Threshold	A county does <u>not</u> meet the criteria for the 7-day testing positivity if the case rate (per 100,000) is greater than <u>25</u> AND testing positivity is greater than 8.0%
Definition and Calculation	The total number of positive polymerase chain reaction (PCR) tests divided by the total number of PCR tests conducted. This number is then multiplied by 100 to get a percentage.
Further Details	<ul style="list-style-type: none"> • Due to reporting delay (which may be different between positive and negative tests), there is a 7-day lag • A case rate calculated on April 1st would correspond to specimens collected between March 18th - March 24th

Hospitalization

Hospitalization Rates

The remaining three measures relate to hospitalization. The measures include the number of patients hospitalized with COVID-19, and ONE of the following two measures: percentage of intensive care unit (ICU) beds available, or, percentage of ventilators available. For each measure, the lower the number, the more a county is impacted by COVID-19. Orange County currently meets all hospitalization rate criteria.

Measurement	Percent Change in Confirmed COVID-19 Patients Hospitalized
Definition and Calculation	<p>Compares the average number of laboratory confirmed COVID-19 patients hospitalized over the past 3 days to that of the 3 days prior</p> <ul style="list-style-type: none"> For example, a number calculated on April 1st would compare the average number of patients hospitalized on March 29th, 30th, 31st to the average number of confirmed patients hospitalized on March 26th, 27th, and 28th
Further Details	The goal is a downward trend in hospitalizations which is reduced by more than 20% over each three day period.
Measurement	Limited Hospital Capacity
Criteria Threshold	<p>A county is considered to <u>meet</u> the limited hospital capacity measure if one of the following two criteria is met within the county:</p> <ul style="list-style-type: none"> More than 20% of staffed ICU beds are available More than 25% of ventilators are available
Definitions and Calculations	<p>ICU Bed Availability: The total number of available ICU beds divided by the total number of staffed ICU beds. This number is then multiplied by 100 to get a percentage. NICU (neonatal intensive care unit) beds are excluded from this calculation.</p> <p>Ventilator Availability: The total number of available ventilators divided by the total number of ventilators. This number is then multiplied by 100 to get a percentage.</p>

COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs

Release date: **July 17, 2020**

All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.

OVERVIEW

Communities across the state are preparing for the forthcoming school year. To assist with that planning process, the following guidelines and considerations are intended to help school and community leaders plan and prepare to resume in-person instruction.

This guidance is interim and subject to updates. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff.

California public schools (traditional and charter), private schools (including nonpublic nonsectarian schools), school districts, and county offices of education, herein referred to as schools, will determine the most appropriate instructional model, taking into account the needs of their students and staff, and their available infrastructure. This guidance is not intended to prevent a school from adopting a distance learning, hybrid, or mixed-delivery instructional model to ensure safety. Schools are not required to seek out or receive approval from a state or local public health officer prior to adopting a distance-learning model.

Implementation of this guidance will depend on local public health conditions, including those listed [here](#). Communities meeting those criteria, such as lower incidence of COVID-19 and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families. School leaders should engage relevant stakeholders—including families, staff and labor partners in the school community—to formulate and implement plans that consider the following:

- **Student, Family and Staff Population:** Who are the student, family and staff populations who will be impacted by or can serve as partners in implementing any of the following measures?
- **Ability to Implement or Adhere to Measures:** Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?
- **Negative or Unintended Consequences:** Are there any negative or unintended consequences to staff, students or families of implementing the measures and how can those consequences be mitigated?

This guidance is not intended to revoke or repeal any worker rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues.



1. General Measures

- Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. For example:
 - Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found [here](#).
 - Consult with your county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
 - Collaborate with other schools and school partners in your region, including the county office of education.
 - Regularly review updated guidance from state agencies, including the [California Department of Public Health](#) and [California Department of Education](#).
- Establish a written, worksite-specific COVID-19 prevention plan at every facility, perform a comprehensive risk assessment of all work areas and work tasks, and designate a person at each school to implement the plan.
 - Identify contact information for the local health department where the school is located for communicating information about COVID-19 outbreaks among students or staff.
 - Incorporate the [CDPH Guidance](#) for the Use of Face Coverings, into the School Site Specific Plan that includes a policy for handling exemptions.
 - Train and communicate with workers and worker representatives on the plan. Make the written plan available and accessible to workers and worker representatives.
 - Regularly evaluate the workplace for compliance with the plan and document and correct deficiencies identified.
 - Investigate any COVID-19 illness and determine if any work-related factors could have contributed to risk of infection. Update the plan as needed to prevent further cases.
 - Implement the necessary processes and protocols when a workplace has an outbreak, in accordance with [CDPH guidelines](#).
 - Identify individuals who have been in close contact (within six feet for

15 minutes or more) of an infected person and take steps to isolate COVID-19 positive person(s) and close contacts. See Section 10 for more detail.

- Adhere to these guidelines. Failure to do so could result in workplace illnesses that may cause classrooms or the entire school to be temporarily closed or limited.
- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance.
- Develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19. See Section 10 below.
- Develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. Groups who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.
- Schools should review the [CDPH Guidance for the Use of Face Coverings](#) and any applicable local health department guidance and incorporate face-covering use for students and workers into their COVID-19 prevention plan. Some flexibility may be needed for younger children consistent with child development recommendations. See Section 3 for more information.



2. Promote Healthy Hygiene Practices

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
 - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
 - Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.
 - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
 - Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
 - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
 - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children.
 - Isopropyl hand sanitizers are more toxic when ingested or absorbed in skin.
 - Do not use hand sanitizers that may [contain methanol](#) which can be hazardous when ingested or absorbed.
 - Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

- Information contained in the [CDPH Guidance](#) for the Use of Face Coverings should be provided to staff and families, which discusses the circumstances in which face coverings must be worn and the exemptions, as well as any policies, work rules, and practices the employer has adopted to ensure the use of face coverings.
- Employers must provide and ensure staff use face coverings in accordance with CDPH guidelines and all required protective equipment.
- The California Governor's Office of Emergency Services (CalOES) and the Department of Public Health (CDPH) are and will be working to support procurement and distribution of face coverings and personal protective equipment. Additional information can be found [here](#).
- Strongly recommend that all students and staff be immunized each autumn against influenza unless contraindicated by personal medical conditions, to help:
 - Protect the school community
 - Reduce demands on health care facilities
 - Decrease illnesses that cannot be readily distinguished from COVID-19 and would therefore trigger extensive measures from the school and public health authorities.
- Nothing in this guidance should be interpreted as restricting access to appropriate educational services.



3. Face Coverings

Face coverings must be used in accordance with [CDPH guidelines](#) unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Teach and reinforce use of [face coverings](#), or in limited instances, face shields.
- Students and staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
- Information should be provided to all staff and families in the school community on [proper use, removal, and washing of cloth face coverings](#).
- Training should also include policies on how people who are exempted from wearing a face covering will be addressed.

STUDENTS

Age	Face Covering Requirement
Under 2 years old	No
2 years old – 2 nd grade	Strongly encouraged**
3 rd grade – High School	Yes, unless exempt

**Face coverings are strongly encouraged for young children between two years old and second grade, if they can be worn properly. A face shield is an acceptable alternative for children in this cohort who cannot wear them properly.

- Persons younger than two years old, anyone who has trouble breathing, anyone who is unconscious or incapacitated, and anyone who is otherwise unable to remove the face covering without assistance are exempt from wearing a face covering.
- A cloth face covering or face shield should be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- In order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under CDPH guidelines and refuse to wear one provided by the school. Schools should develop protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions. Schools should offer alternative educational opportunities for students who are excluded from campus.

STAFF

- All staff must use face coverings in accordance with [CDPH guidelines](#) unless Cal/OSHA standards require respiratory protection.
- In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.

- Workers or other persons handling or serving food must use gloves in addition to face coverings. Employers should consider where disposable glove use may be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items.



4. Ensure Teacher and Staff Safety

- Ensuring staff maintain physical distancing from each other is critical to reducing transmission between adults.
- Ensure that all staff use face coverings in accordance with CDPH guidelines and Cal/OSHA standards.
- Support staff who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, where appropriate, or teaching in a virtual learning or independent study context.
- Conduct all staff meetings, professional development training and education, and other activities involving staff with physical distancing measures in place, or virtually, where physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
- Implement procedures for daily symptom monitoring for staff.



5. Intensify Cleaning, Disinfection, and Ventilation

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Staff should [clean and disinfect](#) frequently-touched surfaces at school and on school buses at least daily and, as practicable, these surfaces should be cleaned and disinfected frequently throughout the day by trained custodial staff.
- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to

support disinfection of frequently touched surfaces during the day.

- Frequently touched surfaces in the school include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables
 - Student Desks
 - Chairs
- Limit use and sharing of objects and equipment, such as toys, games, art supplies and playground equipment to the extent practicable. When shared use is allowed, clean and disinfect between uses.
- When choosing disinfecting products, use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list "N"](#) and follow product instructions.
 - To [reduce the risk of asthma](#) and other health effects related to disinfecting, programs should select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - Avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Follow label directions for appropriate dilution rates and contact times. Provide workers training on the chemical hazards, manufacturer's directions, Cal/OSHA requirements for safe use, and as applicable and as required by the Healthy Schools Act.
 - Custodial staff and any other workers who clean and disinfect the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection, and other appropriate protective equipment as required by the product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
 - Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

- Ensure safe and correct application of disinfectant and keep products away from students.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in outside air. Replace and check air filters and filtration systems to ensure optimal air quality.
 - If opening windows poses a safety or health risk (e.g., by allowing pollen in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- Consider installing portable high-efficiency air cleaners, upgrading the building's air filters to the highest efficiency possible, and making other modifications to increase the quantity of outside air and ventilation in classrooms, offices and other spaces.
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.



6. Implementing Distancing Inside and Outside the Classroom



Arrival and Departure

- Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Prioritize minimizing contact between adults at all times.
- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Implement health screenings of students and staff upon arrival at school (see Section 9).

- Ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.

Classroom Space

- To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Prioritize the use and maximization of outdoor space for activities where practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day. In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band and choir practice and performances are not permitted.
- Activities that involve singing must only take place outdoors.
- Implement procedures for turning in assignments to minimize contact.
- Consider using privacy boards or clear screens to increase and enforce separation between staff and students.



Non-Classroom Spaces

- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, create staggered passing times when necessary or when students cannot stay in one room and create guidelines on the floor that students can follow to enable physical distancing while passing. In addition, schools can consider eliminating the use of lockers and moving to block scheduling, which supports the creation of cohort groups and reduces changes of classrooms.
- Serve meals outdoors or in classrooms instead of cafeterias or group dining rooms where practicable. Where cafeterias or group dining rooms must be used, keep students together in their cohort groups, ensure physical distancing, and consider assigned seating. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by class.



7. Limit Sharing

- Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable. Where sharing occurs, clean and disinfect between uses.



8. Train All Staff and Educate Families

- Train all staff and provide educational materials to families in the following safety actions:
 - Enhanced sanitation practices
 - Physical distancing guidelines and their importance
 - [Proper use, removal, and washing of face coverings](#)
 - Screening practices
 - How COVID-19 is spread
 - COVID-19 specific [symptom](#) identification
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID-19.
 - For workers, COVID-19 specific [symptom](#) identification and when to seek medical attention
 - The employer's plan and procedures to follow when children or adults become sick at school.
 - The employer's plan and procedures to protect workers from COVID-19 illness.
- Consider conducting the training and education virtually, or, if in-person, ensure a minimum of six-foot distancing is maintained.



9. Check for Signs and Symptoms

- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19 or who are perceived to be a COVID-19 risk.
- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students and students' families are aware of these policies.
- Implement screening and other procedures for all staff and students entering the facility.

- Conduct visual wellness checks of all students or establish procedures for parents to monitor at home. If checking temperatures, use a no-touch thermometer.
- Ask all individuals if they or anyone in their home is exhibiting [COVID-19 symptoms](#).
- Make available and encourage use of hand-washing stations or hand sanitizer.
- Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#). As noted in Section 11 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification.
- If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card.
- Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other [COVID-19 symptoms](#).
- Policies should not penalize students and families for missing class.



10. Plan for When a Staff Member, Child or Visitor Becomes Sick

- Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
 - Fever
 - Cough

- Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Fatigue
 - Muscle pain
 - Headache
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - New loss of taste or smell
- For serious injury or illness, call 9-1-1 without delay. Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on [CDC's webpage](#).
 - Notify local health officials immediately of any positive case of COVID-19, and exposed staff and families as relevant while maintaining confidentiality as required by state and federal laws. Additional guidance can be found [here](#).
 - Close off areas used by any individual suspected of being infected with the virus that causes COVID-19 and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you [clean and disinfect](#). If it is not possible to wait 24 hours, wait as long as practicable. Ensure a [safe and correct application](#) of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
 - Advise sick staff members and students not to return until they have met CDC criteria to discontinue [home isolation](#), including at least 3 days with no fever, symptoms have improved and at least 10 days since symptoms first appeared.
 - Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
 - Schools should offer distance learning based on the unique circumstances of each student who would be put at-risk by an in-person instructional model. For example, students with a health condition,

students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or are otherwise identified as “at-risk” by the parents or guardian, are students whose circumstances merit coffering distances learning.

- Implement the necessary processes and protocols when a school has an outbreak, in accordance with [CDPH guidelines](#).
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection. Update protocols as needed to prevent further cases.
- Update protocols as needed to prevent further cases. See the CDPH guidelines, [Responding to COVID-19 in the Workplace](#), which are incorporated into this guidance and contain detailed recommendations for establishing a plan to identify cases, communicating with workers and other exposed persons, and conducting and assisting with contact tracing.



11. Maintain Healthy Operations

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#).
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent stud



12. Considerations for Reopening and Partial or Total Closures

California schools have been closed for in-person instruction since mid-March 2020 due to the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. For more detailed direction on measures to be taken when a student, teacher, or staff member has symptoms or is diagnosed with COVID-19, please see the [COVID-19 and Reopening Framework for K-12 Schools in California](#).

- Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, refer to the [CDPH Framework for K-12 Schools](#), and implement the following steps:
 - In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
 - Close off the classroom or office where the patient was based and do not use these areas until after cleaning and disinfection. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
 - Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
 - Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
 - Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools. See additional [information on government programs supporting sick leave and worker's compensation for COVID-19](#), including worker's sick leave rights under [the Families First Coronavirus Response Act](#) and employee's rights to workers' compensation benefits and

presumption of the work-relatedness of COVID-19 pursuant to the [Governor's Executive Order N-62-20](#), while that Order is in effect.

- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.



Securing Equipment and Supplies for Health and Safety Guidelines

Stock	CUSD	OCDE	Total
Hand Sanitizer 1 gallon (case of 4)	675	-	675
Hand Sanitizer 16.9 oz (case/24)		348	348
Cloth Masks Child	35,500	52,275	87,775
Cloth Masks Secondary/Adult	82,500	52,844	135,344
Face Shields Adult (case of 200/216)	75	38	113
Face Shields Child (case of 200)	50	-	50
Face Shields w/drape	100	-	100
Disp. masks 6-12/adult (box of 50)	50	1,298	1,348
Disp. masks K-5 (box of 50)	150	1,080	1,230
KN95 Masks	500	140	640
Blue gowns for Nurses	300	-	300
Plastic barriers	1,786	-	1,786
Wall thermometers to test	5		5
Thermometers	3,144	362	3,506
Gloves (box of 50 pairs)	600	-	600
Distance Dots	7,500	-	7,500
Orange tape	15,000	-	15,000
Portable Sinks	250	-	250
Ez-ups	978	-	978
Door Stops for ventilation	2,500	-	2,500
Orange safety cones	1,500	-	1,500
Batteries AA	200		200
Batteries AAA	2,000		2,000

CUSD Elementary Program Options

	PROGRAM A 100% In Person Learning	PROGRAM B 50% In Person Learning	PROGRAM C 100% Online
What is the model?	100% In Person <ul style="list-style-type: none"> • 50% live with teacher • 50% extended learning with supervisor • May be in a single grade or combination class 	50% In Person <ul style="list-style-type: none"> • 50% live with teacher • 50% independent learning at home • May be in a single grade or combination class 	100% Online Learning <ul style="list-style-type: none"> • Teacher paced • Daily live instruction • May be in a single grade or combination class
What curriculum is used for this program?	In-class and online curriculum <ul style="list-style-type: none"> • CUSD in class and online modules using adopted curriculum 	In-class and online curriculum <ul style="list-style-type: none"> • CUSD in class and online modules using adopted curriculum 	Online curriculum <ul style="list-style-type: none"> • Elementary: CUSD modules using adopted curriculum
What is the role of the teacher in this program?	Site Instructor-led <ul style="list-style-type: none"> • Live classroom lessons focused on literacy and math • Supplemental independent learning supported by teacher and supported in extended learning 	Site Instructor-led <ul style="list-style-type: none"> • Live classroom lessons focused on literacy and math • Supplemental independent learning supported by teacher and completed by student at home 	CUSD Instructor-led <ul style="list-style-type: none"> • Live online classroom lessons focused on literacy and math • Taught by credentialed CUSD teacher working with students from multiple schools in one or two grade levels (depending on enrollment) • Supplemental independent learning supported by teacher and completed by student at home
How is the program structured? What is the schedule for a student?	Teacher paced <ul style="list-style-type: none"> • Live classroom instruction focused on literacy and math • Other subjects (science, social science, music, PE) supported in extended learning 	Teacher paced <ul style="list-style-type: none"> • Live classroom instruction focused on literacy and math • Other subjects (science, social science, music, PE) completed by student at home 	Teacher paced <ul style="list-style-type: none"> • Live online classroom instruction focused on literacy and math • Other subjects (science, social science, music, PE) completed by student at home
Is a Chromebook or device provided by the District for access to curriculum?	Device provided by CUSD	Device provided by CUSD	Device provided by CUSD
How often will the teacher interact with the student?	Daily attendance checks and live instruction	Daily attendance checks and live instruction	Daily online attendance checks and online live instruction

Are assignments graded by the teacher?	Graded assignments	Graded assignments	Graded assignments
When can a student change from online program to on campus learning?	May change program option at the end of trimesters 1 and 2: November 2020, February 2021	May change program option at the end of trimesters 1 and 2: November 2020, February 2021	May change program option at the end of trimesters 1 and 2: November 2020, February 2021

CUSD Opciones para los Programas de Primaria

	PROGRAMA A 100%Aprendizaje en Persona	PROGRAMA B 50% Aprendizaje en Persona	PROGRAMA C 100% En Línea
¿Qué modelo es este?	100% En Persona <ul style="list-style-type: none"> • 50% en vivo con un maestro • 50% instrucción extendida con un supervisor • Puede ser una clase de un solo grado o una clase combinada 	50% En Persona <ul style="list-style-type: none"> • 50% en vivo con un maestro • 50% instrucción independiente en casa • Puede ser una clase de un solo grado o una clase combinada 	100% Instrucción Independiente en Línea <ul style="list-style-type: none"> • El maestro programa el ritmo de la clase • Revisiones diarias con el maestro • Puede ser una clase de un solo grado o una clase combinada
¿Cuál es el plan de estudios que se usa para este programa?	Plan de estudios en clase y en línea <ul style="list-style-type: none"> • CUSD en clase y módulos en línea usando el plan de estudios adoptado 	Plan de estudios en clase y en línea <ul style="list-style-type: none"> • CUSD en clase y módulos en línea usando el plan de estudios adoptado 	Plan de estudios en línea <ul style="list-style-type: none"> • Primaria: CUSD módulos usando el plan de estudios adoptado
¿Cuál es el rol del maestro en este programa?	Liderado por un Instructor de la escuela <ul style="list-style-type: none"> • Clase en vivo lecciones enfocadas en alfabetización y matemáticas • Instrucción independiente suplemental apoyada por un maestro y apoyo en la instrucción extendida 	Liderado por un Instructor de la escuela <ul style="list-style-type: none"> • Clase en vivo lecciones enfocadas en alfabetización y matemáticas • Instrucción independiente suplemental apoyada por un maestro y completada por el estudiante en casa 	Liderado por un Instructor de CUSD <ul style="list-style-type: none"> • Clase en vivo lecciones enfocadas en alfabetización y matemáticas • Impartido por un maestro con credenciales que trabaja con estudiantes en múltiples niveles de grado; puede incluir diferentes unidades en una escuela o en varias escuelas, (dependiendo de la inscripción) • Instrucción independiente suplemental apoyada por un maestro y completada por el estudiante en casa
¿Cuál es la estructura del programa? ¿Cuál es el horario del estudiante?	Programado por el Maestro <ul style="list-style-type: none"> • Clase en vivo instrucción enfocada en alfabetización y matemáticas • Otras materias (ciencias, ciencias sociales, música, educación física) con apoyo en el aprendizaje extendido 	Programado por el Maestro <ul style="list-style-type: none"> • Clase en vivo instrucción enfocada en alfabetización y matemáticas • Otras materias (ciencias, ciencias sociales, música, educación física) completadas por el estudiante en casa 	Programado por el Maestro <ul style="list-style-type: none"> • Clase en vivo instrucción enfocada en alfabetización y matemáticas • Otras materias (ciencias, ciencias sociales, música, educación física) completadas por el estudiante en casa

¿Proveerá el Distrito una Computadora o dispositivo para acceder al plan de estudios?	Dispositivo proveído por CUSD	Dispositivo proveído por CUSD	Dispositivo proveído por CUSD
¿Con qué frecuencia el maestro tendrá interacción con el estudiante?	Verificación de la asistencia diaria e instrucción en vivo	Verificación de la asistencia diaria e instrucción en vivo	Verificación de la asistencia diaria en línea e instrucción en línea en vivo
¿Las asignaciones serán calificadas por los maestros?	Asignaciones calificadas	Asignaciones calificadas	Asignaciones calificadas
¿Cuándo un estudiante puede cambiar de un programa en línea a un programa en campus?	Puede cambiar la opción del programa al final del 1ro. y 2do. trimestre: noviembre 2020 y febrero 2021	Puede cambiar la opción del programa al final del 1ro. y 2do. trimestre: noviembre 2020 y febrero 2021	Puede cambiar la opción del programa al final del 1ro. y 2do. trimestre: noviembre 2020 y febrero 2021



Program A

Full Day



- 50% live with teacher
- 50% extended learning with supervisor
- Lessons provided in Canvas using adopted curriculum
- Device provided
- [More details](#)

Program B

Hybrid

- 50% live with teacher
- 50% independent learning at home
- Lessons provided in Canvas using adopted curriculum
- Device provided
- [More details](#)



Program C

Online



- 100% online learning
- Daily live instruction with teacher
- Lessons provided in Canvas using adopted curriculum
- Device provided
- [More details](#)

CUSD Online Secondary Program Options

	MODEL A 50% In Person Learning	MODEL B 100% Online
What is the model?	50% In Person <ul style="list-style-type: none"> • 50% live with teacher • 50% independent learning at home 	Online Independent Learning <ul style="list-style-type: none"> • Teacher-paced • Daily live interaction with 1 or more teachers, but not live teaching
What curriculum is used for this program?	In-class and online curriculum <ul style="list-style-type: none"> • Apex, UC Scout, and CUSD modules 	Online curriculum <ul style="list-style-type: none"> • Apex, UC Scout, and CUSD modules
What is the role of the teacher in this program?	Instructor-led <ul style="list-style-type: none"> • Live lessons • Support for the Independent Learning 	Instructor-led <ul style="list-style-type: none"> • Support for the Independent Learning
How is the program structured? What is the schedule for a student?	Teacher paced <ul style="list-style-type: none"> • Live instruction when student is on campus • Independent learning supported by teacher and completed by student at home 	Teacher paced <ul style="list-style-type: none"> • Instruction is not provided directly by the teacher. It is built into the online curriculum • Students work on the assignments according to schedule and due dates developed by the teacher
Is a Chromebook or device provided by the District for access?	Device provided by CUSD	Device provided by CUSD
How often will the teacher interact with the student?	Live instruction when the student is on campus	Daily live interaction with 1 or more teachers, but not live teaching
Are assignments graded by the teacher?	Graded assignments	Graded assignments
When can a student change from online program to on campus learning?	Will remain in program through: <ul style="list-style-type: none"> • 6-8: By quarter • 9-12: By 6 week mark, and by semester 	Will remain in program through: <ul style="list-style-type: none"> • 6-8: By quarter • 9-12: By 6 week mark, and by semester

CUSD Opciones En Línea para los Programas de Secundaria

	MODELO A 50% Instrucción en Persona	MODELO B 100% En Línea
¿Qué modelo es este?	50% En Persona <ul style="list-style-type: none"> • 50% en vivo con un maestro • 50% instrucción independiente en casa 	Instrucción Independiente en Línea <ul style="list-style-type: none"> • Programado por el maestro • Interacción diaria en vivo con uno o más maestros, pero no con instrucción en vivo.
¿Cuál es el plan de estudios que se usa para este programa?	Plan de estudios en clase y en línea <ul style="list-style-type: none"> • Programas/clases Apex, UC Scout, y CUSD módulos 	Plan de estudios en línea <ul style="list-style-type: none"> • Programas/clases Apex, UC Scout, y CUSD módulos
¿Cuál es el rol del maestro en este programa?	Liderado por un Instructor <ul style="list-style-type: none"> • Lecciones en vivo • Apoyo para el aprendizaje independiente 	Liderado por un Instructor <ul style="list-style-type: none"> • Apoyo para el aprendizaje independiente
¿Cuál es la estructura del programa? ¿Cuál es el horario del estudiante?	Programado por el maestro <ul style="list-style-type: none"> • Instrucción en vivo cuando el estudiante está en el campus • Instrucción independiente apoyada por un maestro y completada por el estudiante en casa 	Programado por el maestro <ul style="list-style-type: none"> • La Instrucción no es proveída directamente por un maestro. Está integrada dentro de un plan de estudios en línea • Los estudiantes trabajan en las asignaciones de acuerdo al horario y fechas límites desarrolladas por el maestro
¿Proveerá el Distrito una Computadora o dispositivo para acceder al plan de estudios?	Dispositivo proveído por CUSD	Dispositivo proveído por CUSD
¿Con qué frecuencia el maestro tendrá interacción con el estudiante?	Instrucción en vivo cuando el estudiante está en el campus	Interacción diaria en vivo con uno o más maestros, pero no con instrucción en vivo.
¿Las asignaciones serán calificadas por los maestros?	Asignaciones calificadas	Asignaciones calificadas
¿Cuándo un estudiante puede cambiar de un programa en línea a un programa en campus?	Permanecerá en el programa hasta: <ul style="list-style-type: none"> • 6-8 grado - al final del trimestre • 9-12 grado : Al final de la semana 6 y final del semestre 	Permanecerá en el programa hasta: <ul style="list-style-type: none"> • 6-8 grado - al final del trimestre • 9-12 grado : Al final de la semana 6 y final del semestre



Program A

Hybrid



- 50% with teacher live
- 50% independent learning
- Apex, UC Scout, and CUSD created modules provided in Canvas
- Device provided
- [More details](#)

Program B

Online

- 100% independent learning with daily live interaction with one or more teachers, but not live teaching
- Daily independent lessons with teacher support
- Apex, UC Scout, and CUSD created modules provided in Canvas
- Device provided
- [More details](#)



**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Tim Brooks, Associate Superintendent, Human Resource Services

Date: August 5, 2020

Board Item: Declaration of Need for Fully Qualified Educators

HISTORY

This is a standing item that is presented to the Board of Trustees on an annual basis.

Education Code § 80026 requires that a Declaration of Need for Fully Qualified Educators be on file with the appropriate County Office of Education before the beginning of a new school year and shall remain in force until the end of that academic year. A Declaration of Need is necessary if there is an insufficient number of qualified applicants. Submission of this declaration does not commit the District to issuing short term staff permits or emergency credentials, but rather is submitted as a matter of routine in the event it becomes necessary to employ such individuals.

A Declaration of Need for Fully Qualified Educators must be filed prior to the beginning of the school year, even though there is no way to determine if there will be a need to employ teachers. However, if the Board of Trustees has not approved the appropriate declaration for the upcoming year, the District is precluded from hiring such individuals should the need arise.

BACKGROUND INFORMATION

Based on past and current trends, the 2020-2021 Declaration of Need for Fully Qualified Educators enables the District to request special teaching permits in hard-to-fill areas such as Special Education (Moderate/Severe, Pre-School), and single subjects (Spanish, Physics, Chemistry, Mathematics).

CURRENT CONSIDERATIONS

This agenda item presents for Board approval the Declaration of Need for Fully Qualified Educators.

FINANCIAL IMPLICATIONS

There is no fiscal impact.

STAFF RECOMMENDATION

It is recommended the Board of Trustees approve the Declaration of Need for Fully Qualified Educators.

PREPARED BY: Tim Brooks, Associate Superintendent, Human Resource Services



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2020-21

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Capistrano Unified School District District CDS Code: 30-66464

Name of County: Orange County CDS Code: 30-10306

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 07 / 15 / 2020 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2021.

Submitted by (Superintendent, Board Secretary, or Designee):

Tim Brooks

Name

(949) 487-1453

Fax Number

(949) 234-9383

Telephone Number

Assoc Supt, Human Resource Svcs

Title

June 15, 2020

Date

33122 Valle Road, San Juan Capistrano, California 92675

Mailing Address

tlbrooks@capousd.org

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ E-Mail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	15
Bilingual Authorization (applicant already holds teaching credential)	10
List target language(s) for bilingual authorization: Spanish, Mandarin	
Resource Specialist	3
Teacher Librarian Services	1

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	100
Single Subject	15
Special Education	15
TOTAL	130

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☐ No ☒

If no, explain. We have a high level of success using college or university interns.

Does your agency participate in a Commission-approved college or university internship program? Yes ☒ No ☐

If yes, how many interns do you expect to have this year? 15

If yes, list each college or university with which you participate in an internship program.

Azusa Pacific University, National University, UC Irvine, CSU Fullerton, University of Phoenix,
CSU San Marcos, Chapman University, University of Redlands, and University of Laverne

If no, explain why you do not participate in an internship program.

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services

Prepared by: Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

Date: August 5, 2020

Board Item: First Reading – Board Policy 0420.4, Charter School Authorization

HISTORY

The original charter Board Policy 0420, *Charter School, Philosophy-Goals-Objectives and Comprehensive Plans*, was adopted on March 8, 1999. In 2016, staff split Board Policy 0420 into 3 separate policies: Board Policy 0420.4, *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43, *Charter School Revocation*. Board Policy 0420.4, *Charter School Authorization*, was last revised on September 13, 2017.

BACKGROUND INFORMATION

On October 3, 2019, Governor, Gavin Newsom signed Assembly Bills (AB) 1505 and 1507 into law, bringing about the most significant changes to charter school law since the passage of Proposition 39. As a result of the passage of AB 1505, Charter Schools: Petitions and Renewals, and AB 1507 Charter Schools: Location: Resource Center, three of the District's current charter school Board Policies, Board Policy 0420.4, *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43, *Charter School Revocation*, needed to be revised to reflect relevant provisions of existing law and modifications that took effect in July 2020. A fourth policy, Board Policy 0420.42, *Charter School Renewal*, has been added, as there is new criterion for the renewal process of a charter school, as part of AB 1505. Staff reviewed current policies and used the California School Board Association sample policies as a reference for updating the three current policies and creating the new fourth renewal policy. Legal counsel reviewed the policies, as well. Changes include, but are not limited to:

- How a petition is received by the school district
- The timeline for the public hearing
- The district shall publish all staff recommendations regarding the petition at least 15 days before the meeting at which the Board will grant or deny the charter
- A charter petition shall be granted only if the Board is satisfied that doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate
- In granting charters, the Board shall consider the academic needs of the students the charter school proposes to serve

CURRENT CONSIDERATIONS

The proposed revisions of Board Policy 0420.4, *Charter School Authorization*, are a result of the passage of AB 1505, Charter Schools: Petitions and Renewals, and AB 1507, Charter Schools: Location: Resource Center. The policy has been revised to reflect relevant provisions of existing law and modifications that took effect in July 2020. These changes are necessary to ensure consistency of language, provides all stakeholders with current information, and ensures legal compliance. Changes to the policy include new timelines for submission and approval as well as the removal of language that is now covered in AB 1505 and 1507.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.4, *Charter School Authorization*.

PREPARED BY: Heidi Crowley, Coordinator Charter II, Schools and Strategic Initiatives

APPROVED BY: Susan Holliday, Chief Administrative Officer, Education and Support Services

CHARTER SCHOOL AUTHORIZATION

The Board of Trustees (~~Board~~) recognizes that charter schools may assist the District in offering diverse learning opportunities for ~~District~~ students. In considering any petition to establish a charter school within the ~~district~~District, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

These schools shall operate under the provisions of their charters, federal laws, specified state laws and general oversight of the Board. The District and any charter school approved by the Board shall comply with all requirements in California's Charter Schools Act (Education Code section 47600, et seq.). ~~This policy shall be included as part of all charters approved by the Board.~~

One or more persons may submit a petition for a ~~start-up~~ charter school to be established within the District ~~or for the conversion of an existing dDistrict school to a charter school. (Education Code, § 47605.)~~. ~~In addition, an existing District school may be converted to a charter school when deemed beneficial by the District and community or when state or federal law requires restructuring of the school because of low performance.~~

(cf. 0520.2 Title I Program Improvement Schools)

Any petition for a ~~start-up~~ charter school ~~or conversion charter school~~ shall include all ~~components and signatures~~ components, signatures, and statements required by law. The proposed charter shall be attached to the petition. (Education Code, § 47605.) and shall be submitted to the Board.

~~Charter petitioners shall present petitions to the Board at a public meeting of the Board. Petitions shall be submitted in final form and shall contain all of the information the charter petitioners intend for consideration by the District. Information or documentation provided after the original submission may not be accepted or considered as part of the petition review process, at the sole discretion of the District. For purposes of this regulation, submission and receipt of a petition means the date of presentation of the petition to the Board at a public meeting.~~

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

~~The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the District may provide to the proposed charter school.~~

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish

workable plans for contracted services which the District may provide to the proposed charter school.

The Board shall not require any District student to attend the charter school nor shall it require any District employee to work at the charter school. (Education Code, § 47605.)

Timelines for Board Action

Within 30-60 days of receiving a charter petition in final form to establish a charter school, the Board shall hold a public hearing on the charter provisions, at which time the Board shall consider to determine the level of support for the petition by teachers, other employees of the District, and parents/guardians. A petition is deemed received on the day the petitioner submits a petition to the District office, along with a signed certification that the petitioner deems the petition to be complete. (Ed. Code, § 47605, subd. (b).)

Submission Protocol

~~A charter petition is deemed received by the District, for purposes of commencing the timelines, on the day the petitioner submits a complete Charter School Petition Package to the District's Charter School Office. The package must include a signed certification that the petitioner deems the submitted petition to be complete. The signed certification form and the complete submission protocol can be found on the District's website.~~

The Board shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code, § 47605.)

~~(cf. 9320—Meetings and Notices)~~

At least 15 days before the public hearing at which the Board will grant or deny the charter, the District shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the District. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code, § 47605.)
~~Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. The District will request an extension on all petitions submitted. (Ed. Code, § 47605, subd. (b).)~~

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

A. Petition Submission Protocol

A charter petition is deemed received by the District, for purposes of commencing the timelines for Board action, on the day the petitioner submits a complete Charter School Petition Package to the District's Charter School Office. The package must include a signed certification that the petitioner deems the submitted petition to be complete. The signed certification form and the complete submission protocol can be found on the District's website.

~~In determining whether to grant or deny a charter, the Board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law.~~

~~The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Ed. Code § 47611.5, subd. (e).)~~

B. Approval of Petition

A charter petition shall be granted only if the Board is satisfied that doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. In granting charters, the Board shall consider the academic needs of the students the charter school proposes to serve and shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, based on standards established by the California Department of Education (CDE). (Education Code, § 47605.)

~~The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education ("CDE") under Education Code section 54032. (Ed. Code, § 47605, subd. (b), (h).)~~

Prior to authorizing any charter, the Board shall verify that the charter includes adequate processes and measures for monitoring and holding the school accountable for fulfilling the terms of its charter and complying with all applicable laws, including Education Code **section 47604.1**. Such processes and measures shall include, but are not limited to, fiscal accountability systems, multiple measures for evaluating the educational program, inspection and observations of any part of the charter school, and regular reports to the Board.

(cf. 0420.41—Charter School Oversight)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board.

(Ed. ~~ucation~~ Code, § 47611.5.)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the ~~D~~istrict and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Ed. Code, § 47607.
~~, subd. (a)(1).~~)

*(cf. 0420.42—Charter School Renewal)
(cf. 0420.43—Charter School Revocation)*

When a petition is approved by the Board, it shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Ed. ~~ucation~~. Code, § 47605.)

~~The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.~~

(cf. 0420.41—Charter School Oversight)

~~The District shall not require any District student to attend the charter school nor shall it require any District employee to work at the charter school. (Ed. Code, § 47605, subd. (e), (f).)~~

~~The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the District and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.~~

~~It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education ("SBE"). (Ed. Code, § 47605, subd. (i).)~~

C. Denial of Petition

~~The Board shall deny any petition to authorize the conversion of a private school to a charter school. (Ed. Code, § 47602; Cal. Code Regs., tit. 5, § 11965.)~~

~~The Board shall deny any petition that proposes to serve students in a grade level that is not served by the District, unless the petition proposes to serve students in all the grade levels served by the District. (Ed. Code, § 47605, subd. (a)(6).)~~

~~Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Ed. Code, § 47605, subd. (b).)~~

The Board shall summarily deny any charter petition that proposes to:

1. Operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Ed. ~~ucation~~ Code, § 47604.)
2. Convert a private school to a charter school (Ed~~ucation~~. Code, § 47602.)
3. Serve students in a grade level that is not served by the ~~D~~istrict, unless the petition proposes to serve students in all the grade levels served by the ~~D~~istrict (Ed~~ucation~~. Code, § 47605.)
4. Offer nonclassroom-based instruction (Ed~~ucation~~. Code, § 47612.7.)

Regarding all other charter petitions, the Board shall deny a petition only if the Board makes written factual findings specific to the petition that one or more of the following conditions exist: (Ed~~ucation~~. Code, § 47605; 5 CCR § 11967.5.1.)

1. The charter school presents an unsound educational program ~~for~~that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit for, the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the ~~requisite~~ number of ~~parent/legal guardian or teacher~~ signatures required, as set forth below.
4. ~~_____~~
4. The petition does not contain a clear, unequivocal statement described in Education Code ~~section~~ 47605(e), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code ~~section~~ 220.

~~The petition does not contain an affirmation of each of the conditions described in Education Code section 47605, subdivision (d).~~

5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code section 47605, subdivision (c**b**).
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3.

~~of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.~~

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances regarding:

- a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
- b. Whether the proposed charter school would duplicate a program currently offered within the **D**istrict, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate.
8. The **D**istrict is not positioned to absorb the fiscal impact of the proposed charter school. The **D**istrict meets this criterion if it has a negative interim certification, or has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the **D**istrict having a negative interim certification.

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students with disabilities who reside outside the special education local plan area in which the District participates. (Ed. Code, §§ 47605.7, subd. (a); 47647.)

~~(cf. 0430—Comprehensive Local Plan for Special Education)~~

~~If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Ed. Code, § 47605, subd. (j)(1).)~~

D. Approval of Petition ~~with Conditions~~ Subject to Entry into Memorandum of Understanding; Operation as Denial Unless ~~Notice Condition Satisfied~~ Charter School Agrees in Memorandum of Understanding to Address Identified Issues and Revise Petition Accordingly

The Board is cognizant of the intent of the Legislature that charter schools are, and should become, an integral part of the California educational system, and that the establishment of charter schools should be encouraged.

Therefore, if the Board determines that a petition for a start-up charter school or conversion charter school presents a program that has the potential to provide students with a high-quality education but fails to include all components and/or signatures required by law, and that the petition may be revised to include the requisite components and/or signatures, the Board may consider the option of approving the petition ~~with conditions~~ subject to the charter school's agreement to enter into a memorandum of understanding (MOU) addressing the identified issues. The terms of the MOU will become part of the charter petition. (Ed. Code, §§ 35160, 35160.1.)

If the Board elects to approve the petition ~~with conditions~~ subject to the charter school's entry into an MOU, the Board shall present written factual findings specific to the petition setting forth the ~~conditions-issues to be addressed in the MOU that must be satisfied in order for the petition to be granted-~~ and the time frame within which the ~~conditions must be satisfied~~ issues must be resolved.- The Board shall also specify a date by which the revised petition must be submitted.

If the charter school fails to comply with the terms of the MOU, the District may take appropriate action including issuance of a Notice of Concern, Notice of Violation(s) and revocation of the charter, as appropriate.

~~The Board shall carefully review any revised petition it receives, with any supplementary information, and determine whether the revised petition adequately addresses all of the Board's previously identified concerns and whether all of the conditions identified have been satisfied.~~

~~If the Board determines that all of its concerns have been addressed and all of the specified conditions have been satisfied, the Board shall grant the charter for a specified term not to exceed five years. (Ed. Code, § 47607, subd. (a)(1).)~~

~~If, however, the Board determines that some or all of its concerns have not been addressed, or some or all of the specified conditions have not been satisfied, the Board shall deny the revised petition and provide written factual findings specific to the petition that one or more of the conditions identified above persists. (Ed. Code, § 47605, subd. (b).)~~

~~The approval of a petition with conditions by the Board shall constitute a denial of the petition for all purposes of Education Code section 47605, subdivisions (b) and (j), unless within three~~

~~(3) business days of the Board action the petitioners provide written notice to the District of their intent to submit a revised petition in response to the Board's conditions for approval. (Ed. Code, § 47605, subd. (j)(1); Ed. Code, §§ 35160, 35160.1.)~~

~~The petitioners may choose to submit the denied petition or denied revised petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Ed. Code, § 47605, subd. (j)(1).)~~

~~A. Petition Signatures~~

~~A petition for the establishment of a start-up charter school must be signed by either of the following:~~

- ~~1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation. (Ed. Code, § 47605, subd. (a)(1)(A).)~~
- ~~2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation. (Ed. Code, § 47605, subd. (a)(1)(B).)~~

~~If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Ed. Code, § 47605, subd. (a)(2).)~~

~~(cf. 4116 Permanent/Probationary Status)~~

~~In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Ed. Code, § 47605, subd. (a)(3).)~~

~~B. Additional Components of Charter Petition~~

~~The charter petition shall include affirmations of the conditions described in Education Code, section 47605, subdivision (d) as well as reasonably comprehensive descriptions of:~~

- ~~1. The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that~~

~~program shall include the objective of enabling students to become self motivated, competent, and lifelong learners. (Ed. Code, § 47605, subd. (b)(5)(A)(i).)~~

~~The petition shall include a description of annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code section 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. These goals shall be aligned with the state priorities listed in Education Code section 52060, subdivision (d) that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established by the charter school, goals aligned with those priorities, and specific annual actions to achieve those goals. (Ed. Code, § 47605, subd. (b)(5)(A)(ii).)~~

~~(cf. 0420.41—Charter School Oversight)~~

~~(cf. 0460—Local Control and Accountability Plan)~~

~~If the proposed charter school will serve high school students, the petition shall describe the manner in which the charter school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements. (Ed. Code, § 47605, subd. (b)(5)(A)(iii).)~~

2. ~~The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code section 52060, subdivision (d) that apply for the grade levels served, or the nature of the program operated, by the charter school. (Ed. Code, § 47605, subd. (b)(5)(B).)~~

3. ~~The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. (Ed. Code, § 47605, subd. (b)(5)(C).)~~

~~(cf. 0510—School Accountability Report Card)~~

4. ~~The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement. (Ed. Code, § 47605, subd. (b)(5)(D).)~~
5. ~~The qualifications to be met by individuals to be employed by the school. (Ed. Code, § 47605, subd. (b)(5)(E).)~~
6. ~~The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code section 44237. (Ed. Code, § 47605, subd. (b)(5)(F).)~~
7. ~~The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the District's territorial jurisdiction. (Ed. Code, § 47605, subd. (b)(5)(G).)~~
8. ~~Admission requirements, if applicable. (Ed. Code, § 47605, subd. (b)(5)(H).)~~
9. ~~The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Board's satisfaction. (Ed. Code, § 47605, subd. (b)(5)(I).)~~
10. ~~The procedures by which students can be suspended or expelled. (Ed. Code, § 47605, subd. (b)(5)(J).)~~
11. ~~The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. (Ed. Code, § 47605, subd. (b)(5)(K).)~~
12. ~~The public school attendance alternatives for students residing within the District who choose to not attend the charter school. (Ed. Code, § 47605, subd. (b)(5)(L).)~~
13. ~~A description of the rights of any District employee upon leaving District employment to work in the charter school and of any rights of return to the District after employment at the charter school. (Ed. Code, § 47605, subd. (b)(5)(M).)~~
14. ~~The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions. (Ed. Code, § 47605, subd. (b)(5)(N).)~~

- ~~15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3. (Ed. Code, §§ 47605, subd. (b)(6); 47611.5.)~~
- ~~16. The procedures to be used if the charter school closes, including, but not limited to:~~
- ~~a. Designation of a responsible entity to conduct closure-related activities.~~
 - ~~b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:~~
 - ~~(1) The effective date of the closure.~~
 - ~~(2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure.~~
 - ~~(3) The students' Districts of residence.~~
 - ~~(4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.~~
 - ~~c. Provision of a list of students at each grade level, the classes they have completed, and their Districts of residence to the responsible entity designated in accordance with item #16a above.~~
 - ~~d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity.~~
 - ~~e. Transfer and maintenance of personnel records in accordance with applicable law.~~
 - ~~f. Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to California Code of Regulations, title 5, section 11962 and an assessment of the disposition of any restricted funds received by or due to the school.~~

~~g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to California Code of Regulations, title 5, section 11962.~~

~~h. Completion and filing of any annual reports required pursuant to Education Code section 47604.33.~~

~~i. Identification of funding for the activities identified in item 16(a)-(h) above.~~

~~(Ed. Code, § 47605, subd. (b)(5)(O); Cal. Code Regs., tit. 5, § 11962, subds. (a)-(i).)~~

~~Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to:~~

~~1. The facilities to be used by the school, including where the school intends to locate.~~

~~(cf. 7160 Charter School Facilities)~~

~~2. The manner in which administrative services of the school are to be provided.~~

~~3. Potential civil liability effects, if any, upon the school and District.~~

~~4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash flow and financial projections for the first three years of operation.~~

E. Appeals

If the Board denies a petition, the petitioner may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code, § 47605.)

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code, § 47605.)

Within 30 days of receipt of an appeal submitted to the SBE, the Board may submit a written opposition to the SBE detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code, § 47605.)

If either the County Board or SBE remands the petition to the Board because the petition on

appeal contains new or different material terms, the Board shall reconsider the petition and ~~shall~~ grant ~~shall~~ or deny the petition within 30 days. (Education Code, § 47605.)

(Ed. Code, § 47605, subd. (g).)

Legal Reference:

EDUCATION CODE:

200 Equal rights and opportunities in state educational institutions

220 Nondiscrimination

1240 Duties of County Superintendent

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

33126 School Accountability Report Card

41365 Charter school revolving loan fund

42131 Interim certification

42238.51-42238.2 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

49011 Student fees

51745-51749.6 Independent study

52052 Accountability: numerically significant student subgroups

52060-52077 Local control and accountability plan

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act

6250-6270 California Public Records Act

54950-54963 Ralph M. Brown Act

81000-91014 Political Reform Act of 1974

CODE OF REGULATIONS, TITLE 5

11700.1-11705 Independent study

11960-11968.5.5 Charter schools

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

Opinion No. 11-201 (2018)

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

EDUCATION CODE

~~220 Nondiscrimination~~

~~17078.52-17078.66 Charter schools facility funding; state bond proceeds~~

~~17280-17317 Field Act~~

~~17365-17374 Field Act, fitness for occupancy~~

~~41365 Charter school revolving loan fund~~

~~42238.51-42238.53 Funding for charter districts~~

~~44237 Criminal record summary~~

~~44830.1 Certificated employees, conviction of a violent or serious felony~~

~~45122.1 Classified employees, conviction of a violent or serious felony~~

~~46201 Instructional minutes~~

~~47600-47616.7 Charter Schools Act of 1992~~

~~47640-47647 Special education funding for charter schools~~

~~47650-47652 Funding of charter schools~~

~~51745-51749.3 Independent study~~

~~52052 Numerically significant student subgroup, definition~~

~~53300-53303 Parent Empowerment Act~~

~~56026 Special education~~

~~56145-56146 Special education services in charter schools~~

CORPORATIONS CODE

~~5110-6910 Nonprofit public benefit corporations~~

GOVERNMENT CODE

~~3540-3549.3 Educational Employment Relations Act~~

CODE OF REGULATIONS, TITLE 5

~~4800-4808 Parent Empowerment Act~~

~~11700.1-11705 Independent study~~

~~11960-11969 Charter schools~~

CODE OF REGULATIONS, TITLE 24

~~101 et seq. California Building Standards Code~~

UNITED STATES CODE, TITLE 20

~~6316 Program improvement~~

~~7223-7225 Charter schools~~

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

Policy
adopted: ~~March 8, 1999~~
revised: ~~October 12, 2016~~

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services

Prepared by: Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

Date: August 5, 2020

Board Item: First Reading – Board Policy 0420.41, Charter School Oversight

HISTORY

The original charter Board Policy 0420 *Charter School, Philosophy-Goals-Objectives and Comprehensive Plans*, was adopted on March 8, 1999. In 2016, staff split Board Policy 0420 into three separate policies: Board Policy 0420.4, *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43, *Charter School Revocation*. Board Policy 0420.41, *Charter School Oversight*, was last revised on October 26, 2016.

BACKGROUND INFORMATION

On October 3, 2019, Governor, Gavin Newsom signed Assembly Bills (AB) 1505 and 1507 into law, bringing about the most significant changes to charter school law since the passage of Proposition 39. As a result of the passage of AB 1505 Charter Schools: Petitions and Renewals and AB 1507 Charter Schools: Location: Resource Center, three of the District's current charter school Board Policies, Board Policy 0420.4, *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43, *Charter School Revocation*, needed to be revised to reflect relevant provisions of existing law and the modifications that took effect in July 2020. A fourth policy, Board Policy 0420.42, *Charter School Renewal*, has been added, as there is new criterion for the renewal process of a charter school, as part of AB 1505. Staff reviewed current policies and used the California School Board Association sample policies as a reference for updating the three current policies, and creating the new fourth renewal policy. Legal counsel reviewed the policies, as well. Changes include, but are not limited to:

- The Board shall monitor each charter school to determine whether it is achieving the measurable student outcomes set forth in the charter, both school wide, and for each numerically significant student subgroup served by the school.
 - This determination shall be based on the measures specified in the approved charter, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its Local Control and Accountability Plan (LCAP), as reported in the California School Dashboard.
- The Board shall monitor the fiscal condition of the charter school based on any financial report or information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, annual update of the charter school's LCAP, first and

second interim financial reports, and final unaudited report for the full prior year.

CURRENT CONSIDERATIONS

The proposed revisions of Board Policy 0420.41, *Charter School Oversight*, are a result of the passage of AB 1505 Charter Schools: Petitions and Renewals, and AB 1507, Charter Schools: Location: Resource Center. The policy has been revised to reflect relevant provisions of existing law and the modifications that took effect in July 2020. These changes are necessary to ensure consistency of language and provides all stakeholders with current information and ensures legal compliance. Changes are underlined, deletions are struck through. Changes include the addition of language that outlines how the District will monitor the charter school's LCAP, as reported in the California School Dashboard and how technical assistance will be provided to charter schools who qualify. Language that related to the outdated Academic Performance Index (API) scores was deleted. Language was removed that is now covered in AB 1505 and 1507.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.41, *Charter School Oversight*.

PREPARED BY: Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

APPROVED BY: Susan Holliday, Chief Administrative Officer, Education and Support Services

CHARTER SCHOOL OVERSIGHT Requirements for Charter Schools

~~The Governing Board of Trustees (“Board”) recognizes its ongoing responsibility to oversee that any charter school it authorizes~~authorized by the Board~~ is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.~~

~~The Board of Trustees shall ensure that any charter granted by the Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter.~~

~~The Superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of a charter school at any time. (Ed.~~ucation~~ Code, §§ 47604.32, 47607.)~~

~~At his/her discretion, the Superintendent or designee may establish a staff charter review team to conduct an annual visit and document any concerns or highlights in an executive summary that will be shared with the Board. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.~~

~~(cf. 2230—Representative and Deliberative Groups)~~

~~These shall include, but not be limited to fiscal accountability systems as well as multiple measures for evaluating the educational program. Charter schools are exempt from provisions of the Education Code unless they are expressly included in the law. However, charter schools are subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements including, but not limited to, requirements that each charter school:~~

- ~~1.——Comply with the state and federal constitution and applicable state and federal laws.~~
- ~~2.——Comply with state laws that apply to governmental agencies in general.~~
- ~~3.——Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (Ed. Code, § 47605, subd. (d)(1).)~~
- ~~4.——Not discriminate against any student on the basis of the characteristics listed in Education Code section 220. (Ed. Code, § 47605, subd. (d)(1).)~~
- ~~5.——Not charge tuition. (Ed. Code, § 47605, subd. (d)(1).)~~
- ~~6.——Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools.~~
- ~~7.——Adhere to all laws establishing the minimum age for public school attendance. (Ed. Code, § 47610, subd. (c).)~~

8. ~~Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in California Code of Regulations, title 5, section 11965, subdivision (h). (Ed. Code, § 47612, subd. (b).)~~
9. ~~Serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code, §§ 47646, 56145.)~~
10. ~~Admit all students who wish to attend the school, according to the following criteria and procedures:~~
 - a. ~~Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Ed. Code, § 47605, subd. (d)(1).)~~

~~If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Ed. Code, § 47605.3.)~~
 - b. ~~If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing. However, preference may be extended to students currently attending the charter school and students who reside in the District, except as provided for in Education Code section 47614.5. (Ed. Code, § 47605, subd. (d)(2)(B).)~~
 - c. ~~Other admissions preferences may be permitted by the chartering District on an individual school basis and only if consistent with the law. (Ed. Code, § 47605, subd. (d)(2)(B).)~~
11. ~~Immediately enroll a homeless student, except where such enrollment would conflict with Education Code section 47605, subdivision (d). (Ed. Code, § 48850; 42 U.S.C. § 11431-11435.)~~
12. ~~If the school participates as a member of a special education local plan area (SELPA), it must comply with the requirements of Education Code sections 48850-48859 regarding the enrollment and placement of foster youth. (Ed. Code, §§ 48853.5, 48859, 56195.1.)~~

13. ~~If the school offers a kindergarten program:~~
 - a. ~~Offer a transitional kindergarten (TK) program to students whose fifth birthday is from September 2 through December 2 if they are receiving state funding for TK students. (Ed. Code, § 48000, subd. (c), (d).)~~
 - b. ~~Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Ed. Code 48000 by August 1, 2020. (Ed. Code, § 48000, subd. (g).)~~
14. ~~Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. It is up to the individual charter school to determine whether to require credentials for teachers teaching non-core and non-college preparatory classes. (Ed. Code, § 47605, subd. (l).)~~
15. ~~Provide annual training on child abuse and neglect reporting requirements to employees and persons working on their behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment. (Ed. Code, § 44691.)~~
16. ~~Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law. (Ed. Code, § 44830.1, 45122.1.)~~
17. ~~Report to the CTC any change in a certificated employee's employment status (dismissal, no reelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending, not later than 30 days after the change in employment status. (Ed. Code, § 44030.5.)~~
18. ~~Meet the requirements of Education Code section 47611 regarding the State Teachers' Retirement System. (Ed. Code, § 47610, subd. (a).)~~
19. ~~Meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment. (Ed. Code, § 47611.5.)~~
20. ~~Meet all statewide standards and conduct the student assessments required by Education Code sections 60605 and 60851 and any other statewide standards or assessments applicable to non-charter public schools. (Ed. Code, §§ 47605, 47612.5.)~~

- ~~21. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school. (Ed. Code, § 47612.5.)~~
- ~~22. If the school provides independent study, meet the requirements of Education Code sections 51745-51749.6, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code section 51745, subdivision (e). (Education Code 47612.5, 51747.3; Cal. Code Regs., tit. 5, § 11705.)~~
- ~~23. Identify and report to the State Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education. (Ed. Code, §§ 47612.5, 47634.2; Cal. Code Regs., tit. 5, § 11963.2.)~~
- ~~24. If the school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. (Ed. Code, § 221.9.)~~
- ~~25. If the school offers an athletic program, annually provide an information sheet about concussion and head injury to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to return to the activity. (Ed. Code, § 49475.)~~
- ~~26. On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs. (Ed. Code, § 47605, subd. (c)(2).)~~
- ~~27. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code, §§ 48907, 48950.)~~
- ~~28. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection. (Ed. Code, § 47612.5, subd. (a)(2).)~~

- ~~29. If a student subject to compulsory full time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school District of the student's last known address within 30 days and, upon request, provide that District with a copy of the student's cumulative record, including a transcript of grades or report card, and health information. (Ed. Code, § 47605, (d)(3).)~~
- ~~30. Electronically submit the grade point average of all students in grade 12 to the Student Aid Commission on a standardized form each academic year for use in the Cal Grant program, after notifying the students and their parents/guardians as applicable, by October 15 of each year, of the opportunity to opt out of being deemed a Cal Grant applicant within a specified period of time of at least 30 days. (Ed. Code, § 69432.9.)~~
- ~~31. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions:~~
- ~~a. The facility complies with the Field Act pursuant to Education Code sections 17280-17317 and 17365-17374.~~
- ~~b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.~~
- ~~_____ (Ed. Code, §§ 47610, 47610.5.)~~
- ~~32. Ensure the availability and proper use of emergency epinephrine auto injectors by:~~
- ~~a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device.~~
- ~~b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive.~~
- ~~c. Providing defense and indemnification to volunteers for any and all civil liability from such administration.~~
- ~~(Ed. Code, § 49414.)~~

- ~~33. Promptly respond to all reasonable inquiries from the District, the county office of education, or the State Superintendent of Public Instruction, including, but not limited to, inquiries regarding the school's financial records. (Ed. Code, § 47604.3.)~~
- ~~34. Annually prepare and submit financial reports to the District's Board of Trustees and the County Superintendent of Schools in accordance with the following reporting cycle:~~
- ~~a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code section 47605, subdivision (g) will satisfy this requirement. (Ed. Code, § 47604.33, subd. (a)(1).)~~
 - ~~b. By July 1 each year, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the SBE template in accordance with Education Code 47606.5. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Ed. Code, §§ 47604.33, subd. (a)(2); 47606.5, subd. (a)(1), (2).)~~
 - ~~— When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Ed. Code, § 47606.5, (e)-(e).)~~
 - ~~c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Ed. Code, § 47604.33, subd. (a)(3).)~~
 - ~~d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Ed. Code, § 47604.33, subd. (a)(4).)~~
 - ~~e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Ed. Code, §§ 42100; 47604.33, subd. (a)(5).)~~

- ~~f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the District's audit. The audit report shall also be submitted to the state Controller and the California Department of Education. (Ed. Code, § 47605, subd. (m).)~~

~~Staff Charter Review Team~~

~~At his/her discretion, the Superintendent or designee may establish a staff charter review team to evaluate the completeness of a petition or the merits of a proposed educational program and to identify any concerns that should be addressed by the petitioners. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.~~

~~(cf. 2230—Representative and Deliberative Groups)~~

~~Location of Charter School~~

~~Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the District. A charter school may propose to operate at multiple sites within the District as long as each location is identified in the petition. (Ed. Code, §§ 47605, subd. (a)(1), 47605.1.)~~

~~A charter school that is unable to locate within the District's jurisdictional boundaries may establish one site outside District boundaries but within the county, provided that the following three conditions are met:~~

- ~~1. The District is notified prior to approval of the petition. (Ed. Code, § 47605, subd. (a)(5).)~~
- ~~2. The County Superintendent of Schools and State Superintendent of Public Instruction are notified before the charter school begins operations. (Ed. Code, § 47605, subd. (a)(5).)~~
- ~~3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project. (Ed. Code, § 47605, subd. (a)(5)(A), (B).)~~

~~A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met:~~

1. ~~The facility is used exclusively for the educational support of students who are enrolled in non-classroom based independent study of the charter school. (Ed. Code, § 47605.1, subd. (c)(1).)~~
2. ~~The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized. (Ed. Code, § 47605.1, subd. (c)(2).)~~

~~The Board of Trustees recognizes its ongoing responsibility to ensure that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.~~

~~(cf. 0420.4—Charter School Authorization)~~

~~(cf. 0500—Accountability)~~

Oversight

The Superintendent or designee shall identify at least one staff member to serve as a contact for each charter school authorized by the Board. (Ed. Code, § 47604.32, ~~subd. (a).~~)

~~The Board and Superintendent or designee may inspect or observe any part of the charter school at any time. The Superintendent or designee shall visit each charter school at least annually. The Superintendent or designee will regularly collect and review all charter school board meeting agendas and minutes. (Ed. Code, §§ 47604.32, subd. (b); 47607, subd. (a)(1).)~~

The Superintendent or designated charter school contact shall attend meetings of the charter school governing body whenever possible and shall periodically meet with a representative of the charter school.

~~Each year the Superintendent or designee will attend a minimum of one board meeting per District authorized charter school, in addition to the regular review of board meeting agendas and minutes.~~

Waivers

If the charter school wishes to request a general waiver of any state law or regulation, applicable to it, it shall request that the District submit a general waiver request to the State Board of Education (State Board of Education (SBE)) on its behalf. Upon approval of the Board, the Superintendent or designee shall submit such a waiver request to the SBE on behalf of the charter school.~~apply for the waiver.~~

~~(cf. 1431—Waivers)~~

Provision of District Services

The charter school may purchase administrative or other services from the District or any other source. (Ed. Code, § 47613.)

Whenever the District agrees to provide administrative or support services to a charter school, the District and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between the m-District and charter school.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The District may charge the charter school may be charged for the actual costs of the reporting services, but shall not be required to purchase payroll processing services from the District as a condition for creating and submitting these reports. (Ed. Code, § 47611.3.)

Material Revisions to Charter

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions for the authorization of charter schools as set forth in Education Code section 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code § 47607, subd. (a)(1), (2).)

If an approved charter school proposes to expand operations to one or more additional sites within the District's boundaries or grade levels, within the District's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations or grade levels. The Board shall consider approval of the additional locations or grade levels at an open meeting. (Ed. Code, § 47605, subd. (a)(4).) These are examples, but not an exclusive list, of potential changes that may require a material revision to a charter school's charter.

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

Monitoring Charter School Performance

The Superintendent or designee shall monitor the each charter school that is authorized by the District to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code section 47604.32. Any violations of law shall be reported to the Board.

The Board shall monitor each charter school to determine whether it is achieving, ~~both schoolwide and for all groups of students served by the school,~~ the measurable student outcomes set forth in the charter, ~~both schoolwide and for each numerically significant student subgroup served by the school as defined in Education Code 52052.~~ This determination shall be based on the measures specified in the approved charter and any applicable memorandum of understanding, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

~~shall include, at a minimum, a consideration of the accountability measures established by the State in accordance with the Every Student Succeeds Act of 2015 (ESSA), once they are in place. These accountability measures must take effect at the beginning of the 2017-18 school year and may include charter school students' proficiency on state annual assessments, progress made by English language learners and high school graduation rates (where applicable), as well as other reliable indicators of school quality and success. (20 U.S.C. § 6311.)~~

The Board shall monitor the fiscal condition of the charter school based on any financial report or information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, annual update of the charter school's LCAP; ~~an annual update, aligned to the template adopted by the SBE, of school goals, actions, and related expenditures;~~ first and second interim financial reports;; and final unaudited report for the full prior year. (Ed. Code, §§ 47604.32, ~~subd. (d);~~ 47604.33;; 47606.5.)

The District may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the ~~District charter school~~ is able to provide obtain substantially rent-free facilities ~~from the District, to the charter school,~~ the District may charge ~~actual costs of supervisory oversight~~ up to three percent of the charter school's revenue for actual costs of supervisory oversight or, if the facility is provided under Education Code section 47614, the pro-rata share facilities costs calculated pursuant to 5-CCR California Code of Regulations, title 5, section 11969.7. If the District charges the pro-rata share, it may also charge one percent of the charter school's revenue in oversight fees. If the District is given responsibility for supervisory oversight of a charter school that was authorized by SBE on appeal, the District is not limited to these percentages and may charge for the actual costs of supervisory oversight and for the administrative costs necessary to secure charter school funding. (Education Code, § 47613)

~~-(Ed. Code, § 47613.)~~

(cf. 7160—Charter School Facilities)

Technical Assistance/Intervention

Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria, the charter school shall receive technical assistance from the County Superintendent of Schools. Such technical assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: (Education Code, § 45607.3.)

1. Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code section 47605. This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.

2. Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school. Another service provider, including, but not limited to, a school district, county office of education, or charter school, may be solicited to act as a partner to the charter school in need of technical assistance.

3. Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in items #1 and 2 or substantially similar activities, or has selected another service provider to work with the charter school to complete the activities described in items #1 and 2 or substantially similar activities, and ongoing communication with the Board to assess the charter school's progress in improving student outcomes.

In addition, if, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the district: (Education Code, § 47607.3.)

~~If a charter school was identified by the State during the 2015-16 school year as being in need of improvement, corrective action or restructuring, the charter school must continue to implement the same interventions in the 2016-17 school year and until such time as the State has a new Title I plan approved or the accountability provisions mentioned above go into effect.~~

~~(cf. 0520.2 – Title I Program Improvement Schools)~~

~~If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more student subgroups identified in Education Code 52052, or for all of the student~~

~~subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, the District:~~

1. Shall provide technical assistance to the charter school ~~_based on the California School Dashboard using an evaluation rubric adopted by the SBE pursuant to Education Code section 52064.5.~~
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code section 52074.

~~(Ed. Code, § 47607.3, subd. (a)(1), (2).)~~

In accordance with law, ~~and the Board policy,~~ the Board may deny a cCharter renewal petition ~~and~~ may revoke a cCharter based on the charter school's poor performance, especially with regard to inadequate academic achievement of all numerically significant subgroups of students served by the charter school.
~~petition upon the grounds set forth in Education Code section 47605 and Board policy 0420.4.~~

~~(cf. 0420.42 – Charter School Renewal)
(cf. 0420.43 – Charter School Revocation)~~

Complaints

Each charter school shall establish and maintain ~~processes, policies and procedures~~ to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in California Code of Regulations, title 5, California Code of Regulations, title 5, sections 4600-4670~~87~~, alleging the school's noncompliance with Education Code sections 47606.5 or 47607.3. (Ed. Code, § 52075.)

~~(cf. 1312.3 – Uniform Complaint Procedures)~~

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Ed. Code, § 52075, ~~subd. (e).~~)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Ed. Code, § 52075, ~~subd. (d).~~)

School Closure

In the event that the Board revokes or denies renewal of a charter or the charter school ceases operation ~~closes~~ for any ~~other~~ reason, the Superintendent or designee shall, when applicable in

accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, if renewal of the charter is denied, the charter is revoked, or ~~if~~ the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Ed. Code, § 47604.32, ~~subd. (e)(3)~~; Cal. Code Regs., tit. 5, § 11962.1.)

Legal Reference:

EDUCATION CODE

215 Suicide prevention policy

215.5 Student identification cards, inclusion of safety hotlines

220 Nondiscrimination

221.61 Posting of Title IX information on web site

221.9 Sex equity in competitive athletics

222 Lactation accommodations for students

222.5 Pregnant and parenting students, notification of rights

231.5-231.6 Sexual harassment policy

234.4 Mandated policy on bullying prevention

234.6 Bullying and harassment prevention information

234.7 Student protections relating to immigration and citizenship status

17070.10-17079.30 Leroy F. Greene School Facilities Act

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

32283.5 Online training on bullying prevention

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

35179.4-35179.6 Interscholastic athletic programs, safety

35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance

35330 Field trips and excursions; student fees

38080-38086 School meals

39831.3 Transportation safety plan

39843 Disciplinary action against bus driver; report to Department of Motor Vehicles

41024 Report of expenditure of state facility funds

42100 Annual statement of receipts and expenditures

44030.5 Reporting change in employment status due to alleged misconduct

44237 Criminal record summary

44691 Information on detection of child abuse
44830.1 Certificated employees, conviction of a violent or serious felony
45122.1 Classified employees, conviction of a violent or serious felony
45125.1 Fingerprinting; employees of contracting entity
46015 Accommodations for pregnant and parenting students; parental leave
47600-47616.7 Charter Schools Act of 1992
47634.2 Nonclassroom-based instruction
47640-47647 Special education funding for charter schools
47651 Apportionment of funds, charter schools
48000 Minimum age of admission for kindergarten; transitional kindergarten
48010-48011 Minimum age of admission (first grade)
48206.3-48208 Students with temporary disabilities; individual instruction
48850-48859 Educational placement of foster youth and homeless students
48901.1 Suspension and expulsion, willful defiance
48907 Students' exercise of free expression; rules and regulations
48913.5 Suspended students, homework assignments
48950 Student speech and other communication
48985 Parental notification,
49005-49006.4 Seclusion and restraint
49011 Student fees
49014 Public School Fair Debt Collection Act
49061 Student records
49062.5 Student records, name or gender changes
49070 Challenging student records
49073.2 Privacy of student and parent/guardian personal information
49076.7 Student records; data privacy; Social Security numbers
49110 Authority to issue work permits
49381 Human trafficking prevention
49414 Epinephrine auto-injectors
49414.3 Administration of opioid antagonist
49428 Notification of mental health services
49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:
49431.9 Advertisement of non-nutritious foods
49475 Health and safety, concussions and head injuries
49557.5 Child Hunger Prevention and Fair Treatment Act of 2017
49564 Meals for needy students
51224.7 Mathematics placement policy
51225.1-51225.2 Exemption from local graduation requirements; acceptance of coursework
51225.6 Instruction in cardiopulmonary resuscitation
51513 Diploma of graduation, without passage of high school exit examination
51745-51749.6 Independent study

51930-51939 California Healthy Youth Act
52052 Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plans
52075 Uniform complaint procedures
56026 Special education
56040.3 Availability of assistive technology devices
56145-56146 Special education services in charter schools
56365-56366.12 Nonpublic, nonsectarian schools
60600-60649 Assessment of academic achievement
64000 Categorical programs included in consolidated application
64001 School plan for student achievement, consolidated application programs
65000-65001 School site councils
69432.9-69432.92 Cal Grant program; notification of grade point average and high school graduation
CORPORATIONS CODE
5110-6910 Nonprofit public benefit corporations
GOVERNMENT CODE
1090-1099 Prohibitions applicable to specified officers
3540-3549.3 Educational Employment Relations Act
6250-6270 California Public Records Act
54950-54963 Ralph M. Brown Act
81000-91014 Political Reform Act of 1974
HEALTH AND SAFETY CODE
104420 Tobacco Use Prevention Education grant program
104559 Tobacco-free schools
LABOR CODE
1198.5 Personnel records related to performance and grievance

PENAL CODE
667.5 Definition of violent felony
1192.7 Definition of serious felony
VEHICLE CODE
28160 Child safety alert system
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
Article 16, Section 8.5 Public finance; school accountability report card
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
11700.1-11705 Independent study
11960-11969 Charter schools
CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

6311 State plan

7221-7221j Charter schools

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

Opinion No. 11-201 (2018)

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS

Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

~~220 Nondiscrimination~~

~~221.9 Sex equity in competitive athletics~~

~~17280-17317 Field Act~~

~~17365-17374 Field Act, fitness for occupancy~~

~~35330 Field trips and excursions; student fees~~

~~38080-38086 School meals~~

~~42100 Annual statement of receipts and expenditures~~

~~44030.5 Reporting change in employment status due to alleged misconduct~~

~~44237 Criminal record summary~~

~~44691 Training in child abuse and neglect reporting~~

~~44830.1 Certificated employees, conviction of a violent or serious felony~~

~~45122.1 Classified employees, conviction of a violent or serious felony~~

~~46201 Instructional minutes~~

~~47600-47616.7 Charter Schools Act of 1992~~

~~47634.2 Nonclassroom-based instruction~~

~~47640-47647 Special education funding for charter schools~~

~~48000 Minimum age of admission for kindergarten; transitional kindergarten~~

~~48010-48011 Minimum age of admission (first grade)~~

~~48850-48859 Educational placement of foster youth and homeless students~~

~~48907 Students' exercise of free expression; rules and regulations~~

~~48950 Student speech and other communication~~

~~49011 Student fees~~

~~49061 Student records~~
~~49110 Authority of issue work permits~~
~~49414 Emergency epinephrine auto-injectors~~
~~49475 Health and safety, concussions and head injuries~~
~~51745-51749.3 Independent study~~
~~52051.5-52052 Academic performance index, applicability to charter schools~~
~~52060-52077 Local control and accountability plans~~
~~52075 Uniform complaint procedures~~
~~56026 Special education~~
~~56145-56146 Special education services in charter schools~~
~~60600-60649 Assessment of academic achievement~~
~~60850-60859 High school exit examination~~
~~69432.9 Cal Grant program; submitting grade point average of students in grade 12~~
CORPORATIONS CODE
~~5110-6910 Nonprofit public benefit corporations~~
GOVERNMENT CODE
~~3540-3549.3 Educational Employment Relations Act~~
~~54950-54963 The Ralph M. Brown Act~~
LABOR CODE
~~1198.5 Personnel records related to performance and grievance~~

PENAL CODE
~~667.5 Definition of violent felony~~
~~1192.7 Definition of serious felony~~
CALIFORNIA CONSTITUTION
~~Article 9, Section 5 Common school system~~
CODE OF REGULATIONS, TITLE 5
~~4600-4687 Uniform complaint procedures~~
~~11700.1-11705 Independent study~~
~~11960-11969 Charter schools~~
CODE OF REGULATIONS, TITLE 24
~~101 et seq. California Building Standards Code~~
UNITED STATES CODE, TITLE 20
~~6311 Adequate yearly progress~~
~~6319 Qualifications of teachers and paraprofessionals~~
~~7223-7225 Charter schools~~
UNITED STATES CODE, TITLE 42
~~11431-11435 McKinney-Vento Homeless Assistance Act~~
CODE OF FEDERAL REGULATIONS, TITLE 34
~~200.1-200.78 Accountability~~
~~300.18 Highly qualified special education teachers~~

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

89 Ops. Cal. Atty. Gen. 166 (2006)

80 Ops. Cal. Atty. Gen. 52 (1997)

78 Ops. Cal. Atty. Gen. 297 (1995)

CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS

Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Policy

adopted: ~~March 8, 1999~~

CAPISTRANO UNIFIED SCHOOL DISTRICT

____ San Juan Capistrano, California

revised: ~~October 26, 2016~~

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services

Prepared by: Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

Date: August 5, 2020

Board Item: First Reading – Board Policy 0420.42, Charter School Renewal

HISTORY

The original charter Board Policy 0420, *Charter School, Philosophy-Goals-Objectives and Comprehensive Plans*, was adopted on March 8, 1999. In October 2016, staff split Board Policy 0420 into three separate policies: Board Policy 0420.4, *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43, *Charter School Revocation*. Board Policy 0420.42, *Charter School Renewal*, is a new policy that specifically outlines the renewal process for an existing charter school.

BACKGROUND INFORMATION

On October 3, 2019, Governor, Gavin Newsom signed Assembly Bills (AB) 1505 and 1507 into law, bringing about the most significant changes to charter school law since the passage of Proposition 39. As a result of the passage of AB 1505 Charter Schools: Petitions and Renewals and AB 1507 Charter Schools: Location: Resource Center, three of the District's current charter school Board Policies, Board Policy, 0420.4 *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43, *Charter School Revocation*, needed to be revised to reflect relevant provisions of existing law and the modifications that took effect in July 2020. A fourth policy, Board Policy 0420.42, *Charter School Renewal*, has been added, as there is new criterion for the renewal process of a charter school as part of AB 1505. Staff reviewed current policies and used the California School Board Association sample policies as a reference for updating the three current policies and creating the new fourth renewal policy. Legal counsel reviewed the policies, as well. Board Policy 0420.42, *Charter School Renewal*, describes the criteria for granting or denying charter renewals and to authorize different lengths of renewals for high-performing, middle-performing, and low-performing charter schools. In determining whether to grant a charter renewal, the Board shall review both school wide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance outlined in the policy.

CURRENT CONSIDERATIONS

As a result of the passage of AB 1505 Charter Schools: Petitions and Renewals and AB 1507 Charter Schools: Location: Resource Center. Staff has drafted Board Policy 0420.42, *Charter School Renewal*. The policy has been drafted to reflect the new criteria for granting or denying a renewal. This policy details how a renewal of a charter petition may be granted in accordance with a three-tiered system based on school performance.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.42, *Charter School Renewal*.

PREPARED BY: Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

APPROVED BY: Susan Holliday, Chief Administrative Officer, Education and Support Services

CHARTER SCHOOL RENEWAL

The Board of Trustees believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition thoroughly and in a timely manner. The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education on appeal after initial denial by the Board.

The Board shall deny the renewal petition of any charter school operated as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

Submission Protocol

A charter petition is deemed received by the District, for purposes of commencing the timelines, on the day the petitioner submits a complete Charter School Petition Package to the District's Charter School Office. The package must include a signed certification that the petitioner deems the submitted petition to be complete. The signed certification form and the complete submission protocol can be found on the District's website.

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)

Criteria for Granting or Denying Renewal

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)

The signature requirement for charter authorization petitions is not applicable to petitions for

renewal. (Education Code 47607)

In determining whether to grant a charter renewal, the Board shall review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the Board shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. (Education Code 47607)

Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

1. Renewal of Five to Seven Years

A renewal shall be granted for a period of five to seven years to a charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 and that, for two consecutive years immediately preceding the renewal, achieved either of the following: (Education Code 47607)

- a. Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels
- b. For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average

2. Renewal of Five Years

a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)

- (1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school
- (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

b. For any such charter school, the Board may deny the renewal petition upon making

written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)

3. Denial with Option for Two-Year Renewal

a. The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, either of the following applies: (Education Code 47607.2)

(1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.

(2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

b. However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that:

(1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

In addition to all the grounds stated above for denial of a charter renewal, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The renewal shall be denied if the Board finds either that the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that is eligible for the state's Dashboard Alternative School Status shall not be

subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code 47607)

Timelines for Board Action

Within 60 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

The Board shall either grant or deny the charter renewal within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

If the Board fails to make a written factual finding when required for denial of the petition pursuant to the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)

The Superintendent or designee shall provide notification to CDE, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board within 30 days of the Board's written factual findings supporting the denial. (Education Code 47605, 47607.5)

School Closure

If a charter is not renewed and the charter school ceases operation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE:

47600-47616.7 Charter Schools Act of 1992

52052 Definition of numerically significant student subgroup

56145-56146 Special education services in charter schools

60600-60649 Assessment of academic achievement

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

Policy
adopted:
revised:

CAPISTRANO UNIFIED SCHOOL DISTRICT
San Juan Capistrano, California

CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT

To: Board of Trustees

From: Susan Holliday, Chief Administrative Officer, Education and Support Services

Prepared by: Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

Date: August 5, 2020

Board Item: First Reading – Board Policy 0420.43, Charter School Revocation

HISTORY

The original charter Board Policy 0420 *Charter School, Philosophy-Goals-Objectives and Comprehensive Plans*, was adopted on March 8, 1999. In October 2016, staff split Board Policy 0420 into three separate policies: Board Policy 0420.4, *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43, *Charter School Revocation*. Board Policy 0420.43, *Charter School Revocation*, was revised on October 12, 2016.

BACKGROUND INFORMATION

On October 3, 2019, Governor Gavin Newsom signed Assembly Bills (AB) 1505 and 1507 into law, bringing about the most significant changes to charter school law since the passage of Proposition 39. As a result of the passage of AB 1505 Charter Schools: Petitions and Renewals and AB 1507 Charter Schools: Location: Resource Center, three of the District's current charter school Board Policies, Board Policy 0420.4, *Charter School Authorization*, Board Policy 0420.41, *Charter School Oversight*, and Board Policy 0420.43 *Charter School Revocation*, needed to be revised to reflect relevant provisions of existing law and the modifications that took effect in July 2020. A fourth policy, Board Policy 0420.42, *Charter School Renewal*, has been added, as there is new criterion for the renewal process of a charter school as part of AB 1505. Staff reviewed current policies and used the California School Board Association sample policy as a reference for updating the three current policies and creating the new fourth renewal policy. Legal counsel reviewed the policies, as well.

CURRENT CONSIDERATIONS

The proposed revisions of Board Policy 0420.43, *Charter School Revocation*, are a result of the passage of AB 1505 Charter Schools: Petitions and Renewals and AB 1507 Charter Schools: Location: Resource Center. The policy has been revised to reflect relevant provisions of existing law and the modifications that took effect in July 2020. These changes are necessary to ensure consistency of language and provides all stakeholders with current information and ensures legal compliance. Changes are underlined, deletions are struck through. Changes include a statement

that student academic achievement is no longer the most important factor in determining if a charter petition should be revoked, and the California School Dashboard data shall be used to determine if a charter school inadequate performance requires revocation of the charter.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

Following discussion, it is recommended the Board of Trustees approve Board Policy 0420.43, *Charter School Revocation*.

PREPARED BY: Heidi Crowley, Coordinator II, Charter Schools and Strategic Initiatives

APPROVED BY: Susan Holliday, Chief Administrative Officer, Education and Support Services

CHARTER SCHOOL REVOCATION

The Board of Trustees expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter. The Board may revoke a charter in accordance with law.

~~(cf. 0420.4 Charter School Authorization)~~

~~(cf. 0420.41 Charter School Oversight)~~

~~(cf. 0420.42 Charter School Renewal)~~

~~(cf. 0500 Accountability)~~

Severe and Imminent Threat

When the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students, the Board may immediately revoke the school's charter. When such a determination is made, the Board shall approve and deliver to the charter school's governing body, the County Board of Education, and the California Department of Education (CDE) a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety. (Education Code 47607; 5 CCR 11968.5.3)

Revocation Procedures

In all other circumstances, the Board may revoke a charter after providing due process and using the procedures described below. The Board may revoke a charter if it makes a written factual finding specific to that charter school and supported by substantial evidence that the charter school has done any of the following: (Education Code 47607)

~~The Board may revoke a charter before the date it is due to expire whenever the Board makes a written factual finding, supported by substantial evidence, that the charter school has done any of the following:~~

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. ~~(Ed. Code, § 47607, subd. (e)(1)(A).)~~
2. Failed to meet or pursue any of the student outcomes identified in the charter. ~~(Ed. Code, § 47607, subd. (e)(1)(B).)~~
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement. ~~(Ed. Code, § 47607, subd. (e)(1)(C).)~~
4. Violated any provision of law. ~~(Ed. Code, § 47607, subd. (e)(1)(D).)~~

The Board shall also consider ~~revocation of a~~ revoking the charter of any charter school for which whenever the California Collaborative for Educational Excellence (CCEE), has provided after providing advice and assistance ~~to the charter school~~ pursuant to Education Code section 47607.3, if CCEE has issued ~~submits to the Board~~ either of the following findings:

1. That the charter school has failed or is unable to implement the recommendations of the CCEE. ~~(Ed. Code, § 47607.3, subd. (b)(1).)~~
2. That the inadequate performance of the charter school, as based on as based on the California School Dashboard ~~an evaluation rubric adopted by the State Board of Education (SBE)~~, is so persistent or acute as to require revocation of the charter. ~~(Ed. Code, § 47607.3, subd. (b)(2).)~~

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code section 52052, ~~as the most important factor~~. (Ed. Code, §§ 47607(a)(3)(B), 47607.3, ~~subd. (c).~~)

~~At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (Cal. Code Regs., tit. 5, § 11968.5.2, subd. (a); Cal. Code Regs., tit. 5, § 11965, subd. (f).)~~
~~(cf. 9320 Meetings and Notices)~~

~~If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. (Cal. Code Regs., tit. 5, § 11968.5.2, subd. (b).)~~

If the Board is considering a revocation of a charter school, it shall take action to approve and deliver a Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

~~The Notice of Violation shall identify: (~~

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time

period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

~~(Ed. Code, § 47607, subd. (c); Cal. Code Regs., tit. 5, §§ 11965, 11968.5.2.)~~

At least 72 hours prior to any meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including, as applicable, the refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2) ~~(Cal. Code Regs., tit. 5, § 11968.5.2, subd. (e)(1), (2).)~~

At the conclusion of the remedy period specified in the Notice of Violation~~Within 60 calendar days of the conclusion of the remedy period~~, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body. ~~(Cal. Code Regs., tit. 5, § 11968.5.2, subd. (d)(2).)~~
2. Continue revocation of the charter, by issuing a Notice of Intent to Revoke to the charter school's governing body within 60 calendar days of the conclusion of the remedy period, if there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction. All evidence relied upon by the Board for the decision shall be included in the Notice of Intent to Revoke.~~If there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction, continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body. (Cal. Code Regs., tit. 5, § 11968.5.2, subd. (d)(1).)~~

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter.

(Education Code 47607; 5 CCR 11968.5.2)

~~(Ed. Code, § 47607, subd. (e); Cal. Code Regs., tit. 5, § 11968.5.2, subd. (f).)~~

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (~~Cal. Code Regs., tit. 5, 11968.5.2, subd. (e).~~) (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Ed. Code, § 47604.32, subd. (e); Cal. Code Regs., tit. 5, § 11968.5.2, subd. (g).) (Education Code 47604.32; 5 CCR 11968.5.2)

~~Severe and Imminent Threat~~

~~The procedures specified above shall not be applicable when the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Ed. Code, § 47607; Cal. Code Regs., tit. 5, § 11968.5.3.)~~

Appeals

If the Board revokes a charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. The County Board's decision may subsequently be appealed to the State Board of Education by either the charter school or the district. However, a revocation based upon the findings of CCEE pursuant to Education Code 47607.3 may not be appealed. (Education Code 47607, 47607.3; 5 CCR 11968.5.3-11968.5.5) ~~Either the charter school or the District may subsequently appeal the County Board's decision to the SBE. However, a revocation based upon the findings of the CCEE pursuant to Education Code section 47607.3 is not subject to appeal. (Ed. Code, §§ 47607, subd. (f)(1), (2), 47607.3, subd. (d); Cal. Code Regs. tit. 5, §§ 11968.5.3-11968.5.5.)~~

School Closure

If a charter school ceases operation due to revocation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Accountability: numerically significant student subgroups; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5.1-11968.5.5 Charter revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education (2013) 57 Cal.4th 197

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Numerically significant student subgroups; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5-11968.5.5 Charter revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2013) 57 Cal.4th 197

Policy

adopted: ~~March 8, 1999~~

revised: ~~October 12, 2016~~

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Gregory Merwin, Chief Academic Officer, Education and Support Services

Prepared by: Wendy Pospichal, Executive Director, Integrated Support Services

Date: August 5, 2020

Board Item: First Reading - Board Policy 5112.1 Exemptions and Exclusions From Attendance

HISTORY

Board Policy 5112.1, Exemptions and Exclusions from Attendance was last reviewed in 1997. Since that time, there have been changes in legislation and in health care agency practices.

BACKGROUND INFORMATION

The proposed revisions to Board Policy 5112.1, *Exemptions and Exclusions from Attendance*, brings this policy in alignment with current law. The proposed policy eliminates unnecessary language and directives based on codes that are no longer active. The proposed policy is also in alignment with the California Department of Public Health and Orange County Health Care Agency practices.

CURRENT CONSIDERATIONS

Prior to the start of the 2020–2021 school year, families will be notified of the changes to attendance exclusions for an undiagnosed rash, open sores or untreated open wounds, or has a fever of 100.4 degrees Fahrenheit or higher without fever reducing medication for at least 24 hours. The communication will be posted on the District and school site websites and in communication with families via School Messenger email system.

FINANCIAL IMPLICATIONS

There is no financial impact.

STAFF RECOMMENDATION

It is recommended the Board President recognize Gregory Merwin, Chief Academic Officer, Education and Support Services, to present this item.

PREPARED BY: Wendy Pospichal, Executive Director, Integrated Support Services

APPROVED BY: Gregory Merwin, Chief Academic Officer, Education and Support Services

EXEMPTIONS AND EXCLUSIONS FROM ATTENDANCE**Exemptions**

Each student between the ages of 6 and 18 shall be subject to compulsory full-time education. However, the ~~Governing Board~~ Superintendent or designee may grant exemptions from compulsory attendance to students as allowed by law and in the best interest of the student. Parents/guardians of students granted exemptions shall not incur penalties for violations of the compulsory attendance laws. Exemptions shall not be used to remove a student from the school for disciplinary purposes.

~~Exemptions shall not be used to remove students who are disciplinary problems. Suspension, expulsion, transfer to alternative programs and other administrative measures shall be used with these students.~~

~~(cf. 5152—Suspension, Expulsion, Involuntary Transfer, Exclusion and Due Process)~~

Requests for exemption from compulsory full-time attendance must include satisfactory evidence of conditions upon which an exemption can be legally justified.

~~Children who fall into the following classes may be exempted:~~

A student may be exempted from full-time attendance in the District's regular education program if the student:

- ~~1. Children whose physical or mental condition is such as to prevent or make inadvisable attendance at school or application to study. Satisfactory evidence of the condition shall be required, such as a statement attesting to the condition from a qualified medical practitioner. (Education Code 48221)~~
- ~~1. Children who are Is being instructed in a private full-time school. The attendance supervisor and the Superintendent or designee shall verify verifies that the private school complies with Education Code 33190 before such exemptions are valid. (Education Codes 48222, 48223)~~
- ~~2. Children who are being Is being instructed by a tutor who holds a valid State credential for the grade taught. The instruction shall consist of study and recitation for at least three hours a day for 175 days of each calendar year. (Education Code 48224)~~
- ~~3. Holds a work permit to work temporarily in the entertainment or allied industries~~
- ~~4. Children holding work permits shall be exempted from full-time attendance, but must attend part-time classes. (Education Code 48230) Holds a work permit and attends part-time classes~~

EXEMPTIONS AND EXCLUSIONS FROM ATTENDANCE (continued)

5. ~~Students~~ Is between the ages of 12 and 18 and enters a school attendance area from another state within 10 days of the end of the school term, with the exemption applicable ~~shall be exempted~~ for the remainder of the term ~~(Education Code 48231)~~
6. Students who have graduated from a public or private high school maintaining a four-year course above the eighth grade. ~~(Education Code 48410)~~
7. Students who have successfully demonstrated proficiency equal to or greater than standards established by the State Department of Education and have verified approval submitted by their parent/guardian. ~~(Education Code 48410)~~

~~(cf. 1621—Home Based Schooling) (cf. 5163—Infectious Diseases)~~
~~(cf. 5150—Discipline)~~
~~(cf. 6158—Independent Study)~~
~~(cf. 6183—Home/Hospital Instruction)~~

~~The Governing Board recognizes that circumstances for excluding students are limited. The Superintendent or designee may exclude children in accordance with law.~~

~~(cf. 5163—Infectious Diseases)~~
~~(cf. 5165—Health Examinations)~~

Students may be excluded from attendance at District schools if the student:

1. Is under the legal age of attendance, except as otherwise provided by law
2. ~~The Superintendent or designee may exclude any student who~~ Does not present evidence of immunization from certain infectious diseases as required by law ~~unless the parent/guardian requests, in a written statement, exemption from the requirement on the basis of the physical condition of the student or conflict with the beliefs of the parent/guardian. (Health and Safety Code 3381)~~
3. ~~A child~~ Is reasonably suspected of having active tuberculosis ~~may be excluded from school pursuant to Health and Safety Code 3402, 3404 and 3406.~~
4. Is infected with any contagious or infectious disease
5. ~~Any student who~~ Resides where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed shall not be permitted to attend school without written permission of the health officer. ~~(Health and Safety Code 3118)~~

EXEMPTIONS AND EXCLUSIONS FROM ATTENDANCE (continued)

- ~~6. Any student who~~ Has not been immunized against certain infectious diseases required by law based on the physical condition of the child or conflicts with beliefs of the parent/guardian; shall not be permitted to attend school when other children enrolled in the school have the infectious diseases unless provided written permission of the health officer
- ~~7. Any student who upon first school entry~~ Has not had a health screening before or within the first 90 days of attending first grade. during the previous six months Such a student may be excluded for up to five days unless the parent/guardian has presented an appropriate waiver or the District has exempted the student from this requirement in accordance with law. (~~Health and Safety Code 324.3~~)
8. The student has an undiagnosed rash, open sores or untreated open wounds, or has a fever of 100.4°F or higher without fever reducing medication for at least 24 hours.

~~(cf. 5165.3 Child Health and Disability Prevention Program)~~

~~The Superintendent or designee may exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, head lice, or an undiagnosed rash. Before excluding a student for such reasons, the Superintendent or designee shall send a notice to the parent/guardian of the student. The notice shall contain the following information:~~

- ~~1. A statement of the facts leading to a decision to propose exclusion.~~
- ~~2. A statement that the parent/guardian has a right to meet with the principal or designee to discuss the proposed exclusion.~~
- ~~3. A statement that at any such meeting the parent/ guardian shall have an opportunity to:~~
 - ~~a. Inspect all documents on which the District is basing its decision to propose exclusion.~~
 - ~~b. Challenge any evidence, confront and question any witnesses.~~
 - ~~c. Present oral and documentary evidence and/or witnesses on the student's behalf.~~
 - ~~d. Have one or more representatives present at the meeting.~~
- ~~4. A statement that the decision to exclude the child is subject to periodic review.~~

Notifications to Parents/Guardians

Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion. The Superintendent or designee is not required to send prior notice of exclusion to the parent/guardian if the student is excluded because:

EXEMPTIONS AND EXCLUSIONS FROM ATTENDANCE (continued)

1. The student resides in an area subject to quarantine.
2. The student is exempt from a medical examination but suffers from a contagious or infectious disease.
3. The Superintendent or designee determines that the presence of the student ~~It is determined that the student~~ would constitute a clear and present danger to the life, safety, or health of students or school personnel.

However, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. (~~Education Code 48211, 48213~~)

The Superintendent or designee shall, at least annually, review its decisions to exclude students. ~~pursuant to Education Code 48211.~~

Legal Reference:

EDUCATION CODE

~~46113 Minimum schoolday for grades four through eight 48200-~~

~~48204 Persons included (Compulsory Education Law) 48210-~~

~~48214 Persons excluded~~

~~48220-48232 Pupils exempt (Compulsory Education Law) 48410~~

~~Persons exempted from continuation classes~~

~~49076 Access to records by persons without written consent or under judicial order~~

~~49408 Information of use in emergencies~~

~~49451 Parent's refusal to consent HEALTH~~

AND SAFETY CODE

~~320-324.5 Child health and Disability Prevention Program 3118~~

~~Exclusion of persons from school~~

~~3380-3390 Immunization against communicable diseases.~~

LABOR CODE

~~1394 Employment of minors~~

Policy

Adopted: August 18, 1997

Revised: August 5, 2020

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California

**CAPISTRANO UNIFIED SCHOOL DISTRICT
BOARD REPORT**

To: Board of Trustees

From: Amy Hanacek, Board of Trustees

Date: August 5, 2020

Board Item: Trustee Request to Reconsider Agenda Item #30, Temporary Board Policy T6146.1, High School Graduation Requirements from the July 15, 2020 Regular Board Meeting

HISTORY

Per Board Policy 9322, Agenda/Meeting Materials, Board members may place any item on the agenda no later than ten days before the scheduled meeting date. Board members may request that a topic be placed on the agenda which has been recently considered and acted upon by the Board, providing there is new and relevant information on the topic, but only for the purpose of Board members deciding whether or not to reconsider the topic.

BACKGROUND INFORMATION

At the July 15, 2020 regular Board meeting temporary Board Policy T6146.1, *High School Graduation Requirements* was passed, as amended, by a 7-0 roll call vote.

CURRENT CONSIDERATIONS

A Trustee has requested the Board take action for a reconsideration of Board Policy T6146.1, *High School Graduation Requirements*. If the majority of the Board votes to reconsider this agenda topic, then Board Policy T6146.1 will be agendized for discussion action at the August 19, 2020 Regular Board meeting. A copy of the Board approved Board Policy T6146.1 is attached for reference only and is not agendized for discussion this evening.

FINANCIAL IMPLICATIONS

There are no financial implications.

TRUSTEE RECOMMENDATION

Following discussion, it is recommended by Trustee Hanacek that the Board of Trustees hear her Request to Reconsider Agenda Item #30, Temporary Board Policy T6146.1, High School Graduation Requirements from the July 15, 2020 Board Meeting.

PREPARED BY: Colleen Hayes, Manager II, Board Operations/Superintendent's Office

APPROVED BY: Amy Hanacek, Board of Trustees

**Board Policy T6146.1 is provided for reference only and is not
agendized for discussion this evening.**

HIGH SCHOOL GRADUATION REQUIREMENTS

The state of California has established high school graduation requirements for all students. The state's prescribed course of study for students in Grades 9-12 to receive a diploma is listed in the table below (Education Code 51225.3). The Board of Trustees of the District has adopted graduation requirements for all students which exceed the requirements of the State of California. (Note: 10 credits equal 1 full-year course, and 5 credits equal 1 semester course.)

	CA Minimum Requirements	Classes of 2021-2024	Class of 2020	Serra High School Classes of 2021-2024
Subject	Credit	Credit	Credit	Credit
English	30	40	40	40
Mathematics	20 Algebra	30 with Algebra	30 with Algebra	30 with Algebra
Science	20	20	20	20
Social Studies	30	30	30	30
Visual or Performing Arts, World Language, or Career Technical Education	10	10	10	10
Health	N/A	5	5	5
Physical Education	20	20*	20*	20*
Electives		50	65	40
TOTAL	130	205	220	195

* Unless the student has been exempted pursuant to the provisions of the Education Code.

The Board authorizes the granting of a high school diploma to any student who has completed the prescribed course of study for any of the following schools: (1) traditional high school, and/or (2) continuation high school.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

1. Requirements for Graduation/Traditional High School

General Conditions

- a. High school graduation is conditioned upon the successful completion of the required course of study totaling a minimum of 205 semester units of work.
 - The Health requirement has been waived for the classes of 2021 and 2024. The classes of 2021 and 2024 are required to have a minimum of 200 semester units of work to graduate.
- c. To receive a high school diploma from the District, students must maintain a satisfactory program of continued education and attend a total of eight semesters in Grades 9-12, unless application for early graduation is filed one semester in advance.

A traditional high school program includes successful completion of the following credits for the graduating classes of 2020 and beyond:

40 of English

30 of Social Science, including:

10 World History

10 U.S. History

5 American Government

5 Economics

30 Mathematics (Includes Algebra I)

20 Science, including both biological and physical sciences

10 Fine Arts, World Language, or Career Technical Education

20 Physical Education

5 Health

Electives needed to complete a total of 205 semester units.

In an effort to provide students with maximum flexibility, comprehensive high school students may enroll into single courses offered through the District's Cal Prep Academy. Each year, the comprehensive high school staff will work collaboratively with the Cal Prep staff to create the potential single course offerings based upon student need.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

The Superintendent or designee shall establish regulations under which the District may grant credits toward graduation for college courses and private instruction attended by District students.

The Superintendent or designee may grant physical education credit for independent study programs. Specifically, only individual sports with national competitive rankings are eligible for consideration under this provision. The Superintendent or designee shall establish regulations governing independent study physical education requirements.

The Superintendent or designee may grant physical education credit for participation in District interscholastic athletic programs when a student has been exempted from physical education classes because of this participation and when such participation entails a comparable amount of time and physical activity.

Students using interscholastic athletics participation to fulfill physical education requirements may be graded on this participation, provided that a teacher credentialed to teach physical education supervises this participation and assigns the grade.

2. Transfers

To participate in a graduation ceremony and receive a diploma from a District comprehensive high school, a student must be enrolled prior to the first day of the spring semester. These students must successfully complete 25 District credits. Students who transfer in the fall semester of their senior year must successfully complete 50 District credits.

- a. The District shall exempt a student in foster care, a student who is a homeless child or youth, or a former juvenile court school student, who transfers between schools any time after the completion of the student's second year of high school from all coursework and other requirements adopted by the Board that go beyond the minimum statewide requirements specified in Education Code section 51225.3, unless the District makes a finding that the student is reasonably able to complete the District's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school. Additionally, children of military families may be eligible for specific waivers from the District's graduation requirements in accordance with Education Code 49701.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

b. Reciprocity on Graduation Requirements

Students in Grades 9-12 transferring to this District from schools outside of California must meet District graduation requirements in order to receive a high school diploma, subject to the exceptions set forth in Education Code sections 51225.1-51225.2.

c. Transfer credits are accepted from accredited institutions only, subject to the exceptions set forth in Education Code sections 51225.1-51225.2.

d. Courses from the transferring district which are designated as honors courses will not receive honors credit if there is not a corresponding District course of the same title with the same description, subject to the exceptions set forth in Education Code sections 51225.1-51225.2.

e. Courses designated as Advanced Placement from accredited transferring districts will receive additional weighted credit, which will be computed using the following numerical value: A = 5, B = 4, C = 3, D = 1, and F = 0.

Students with special circumstances may request consideration of a fifth year of study to meet graduation requirements.

3. Requirements for Graduation/Continuation School

a. General Conditions

The Board shall grant a diploma of continuation high school graduation to any pupil upon completion of the prescribed course of study including satisfactory completion of a minimum of 190 semester credits of classroom instruction and supervised learning.

b. Basic Requirements

(1) The specific subject requirements for a continuation high school diploma are identical to those required of the traditional high school. In addition to the specific subject requirements, electives are needed to complete a total of 190 semester credits.

(2) Students wishing to receive a continuation high school diploma must successfully complete a minimum of five credits at the continuation high school. In the event of extenuating circumstances, the Superintendent or designee, may waive this requirement.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**4. Satisfactory High School Credit May Be Earned Through Avenues Outside of the District****a. Juvenile Court School**

The District shall accept for credit any coursework satisfactorily completed by students while detained in a juvenile court school or county or state-operated detention institution. District students who successfully complete District graduation requirements while so detained shall receive a diploma from the school they last attended.

b. Instruction from Accredited Non District Institutions

Credit toward high school graduation for instruction from accredited non district institutions may be granted, provided that:

- (1) Credit earned at a different accredited institution while the student attends District schools in Grades 9-12 does not exceed 10 credits annually
- (2) Parent/guardian applies in writing for the credit.
- (3) The number of credits sought equals at least one semester's work.

c. College Courses

- (1) The individual may complete his/her high school education by attending an accredited college.

The District maintains a cooperative agreement with Saddleback College, the Concurrent College Studies Program. Under the auspices of the program, a student may enroll in Saddleback College courses. Courses under this program receive high school credit as well as college credit. Graduation requirements, with the exception of electives, may not be taken under this program.

- (2) Students may enroll in community college courses offered at other community colleges provided that they apply through their high school guidance office for approval. Approved courses will receive high school credit as well as college credit. Graduation requirements, with the exception of electives, may not be completed in this manner.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

- (3) College courses will be equated to high school credits on the following basis: each semester unit of college credit is equal to three and one-third high school credits.

5. High School Equivalency/California High School Proficiency Examination (CHSPE)

The Board desires that every student have the opportunity to earn a high school diploma through successful completion of class work and Board-approved competency tests.

The Board, however, recognizes that the California Legislature has provided two alternatives to the high school diploma: the General Educational Development Certificate for individuals 18 or older, and the California High School Competency

Certificate for persons 16 or older or who have been in the tenth grade for a year or who are currently enrolled in the final semester of tenth grade. These certificates may be granted by the California Department of Education (CDE) to individuals who pass performance tests established by the Department.

The principal of each school maintaining tenth, eleventh, and/or twelfth grades shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination (CHSPE) as provided under Education Code 48412. When announcements from the CDE or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test.

Any person 16 or older or who has been in the tenth grade for a year or who is currently enrolled in the final semester of tenth grade may apply to have his/her proficiency in basic skills verified by examination according to criteria established by the CDE.

Any person 18 or older may take the General Educational Development Test (GED) given by the CDE in order to receive the High School Equivalency Certificate.

6 Graduation Ceremonies

- a. The Board does not permit nor recognize any graduation ceremony for District students other than the ceremonies attached to graduation from high school (Grade 12); or continuation school (Grade 12).
- b. Students may participate in the graduation ceremony if:

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

- (1) They qualify for a diploma by meeting all applicable graduation requirements,
or
- (2) They qualify for a Certificate of Achievement by meeting all applicable graduation requirements.

*Legal Reference:***EDUCATION CODE**

37252 Summer school instructional programs
 35160 Authority of governing boards
 35160.1 Broad authority of school districts
 35160.5 Extracurricular and cocurricular activities, differential standards
 8645.5 Course credit re juvenile court schools
 48400-48403 Persons subject to compulsory continuation education
 48410 Persons exempt from continuation classes
 48412 Certificate of Proficiency; examination fees
 48413 Enrollment in continuation classes
 48414 Reenrollment in district
 48430 Continuation education schools and classes
 48431.6 Review and counseling of academic progress at age 16 or 10th grade
 48800-48803 Attendance at community college; advanced education
 51220 Areas of study; grades 7-12
 51224 Skills and knowledge required for adult life
 51225.1 Pupils in foster care; pupils who are homeless children or youth or former juvenile court school pupils; transfer between schools; exemption from local graduation requirements; reasonable ability to complete requirements within fifth year of high school; notice; complaint of noncompliance with requirements of section
 51225.2 Pupils in foster care or who are homeless children or youth, or former juvenile court school pupils; acceptance of coursework completed at another school; application of credits; retaking a course; complaint of noncompliance with requirements of section
 51225.3 Requirements for graduation
 51225.4 Elementary school certification of sufficient preparation for high school
 51226 Board review of curriculum every three years; model standards
 5124051246 Exemptions from requirements
 51242 Exemption from physical education for athletic program participants
 51243-51245 Credit for foreign language private school studies
 5126051269 Drug education
 5140051442 Diplomas and certificates
 51740 Authority to provide instruction by correspondence
 52508 Diplomas or certificates (adult school)
 52510 Requirements for eighth grade graduation (adult school)
 56000 Education of individuals with exceptional needs
 56341 Individualized education program team
 56345 Elements of the IEP
 60851 Successful completion of test for graduation
 60852 Deferment of examination requirement for certain students
 60853 Preparation of students for examination

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

VEHICLE CODE

12507 Driver education

CODE OF REGULATIONS, TITLE 5

16001651 Graduation of pupils from Grade 12 and credit toward graduation

1630 Credit for college courses

1631 Credit for private instruction

1632 Credit for private school foreign language instruction

1633 Credit for correspondence instruction

1634 Credit to present or past member of the armed services

3069 Graduation

11520 Definitions

11521 Placement on pupil transcript

11522 Requirements for exemption from school attendance form

11523 Requirement to make examination announcements

11530 High School Equivalency Certificate

Policy

adopted: February 8, 1999

revised: June 12, 2000

revised: June 24, 2002

revised: August 19, 2002

revised: September 11, 2006

revised: April 21, 2008

revised: February 9, 2009

revised: May 18, 2016

revised: January 25, 2017

revised: May 24, 2017

revised: February 28, 2018

revised: July 15, 2020

CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California