

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: November 18, 2020

Board Item: Ratification of Addendum #3 of the Reopening Plan for 2020-2021 School Year

OVERVIEW

This third Addendum to the Board approved Reopening Plan defines for all elementary families the enrollment process if they request a program change for the third trimester of the 2020-2021 school year, from Program C (100% online) to Programs A and B. This addendum clarifies that new student enrollment in Programs A and B at their school of residence for the third trimester will depend upon available space, and families would be provided program space at a different school if it were not available at the school of residence. This was previously defined in the Reopening Plan for only school sites with higher overall student enrollment. However, it was always the intent to follow the same practice at all school sites, and this was communicated to all families prior to the July 31, 2020, first trimester registration deadline. This third addendum will now formalize this process at all elementary schools. Families will continue to be able to select Program C at any time during the school year. This addendum is in alignment with Board Policy 5119(a), *School of Choice*; and Board Policy 5111.1(a), *District Residency* for both providing space at an alternative school and for the rights to return to the school of residence for 2021-2022.

BACKGROUND INFORMATION

As part of the Board approved Reopening Plan, families were informed that they could make a change to their student's program model from Program C (100% online) to an "in-person" learning program, Programs A and B, at the end of trimesters 1 and 2. Families were also informed that a student could move to Program C at any time during the school year. (Addendum #1)

The three program options in elementary include:

- Program A: Full Day (50% live with teacher, 50% extended learning)
- Program B: Hybrid (50% live with teacher, 50% independent learning at home)
- Program C: Online (100% online learning)

District Communication to Elementary Families About Trimester Program Changes

It was always the intent of the Reopening Plan that all elementary families would be able to return to Programs A and B at the change of the trimester but that it could not always be guaranteed at the school of residence. Families at all elementary schools were informed in District communication regarding program registration during the summer that a return from 100% online

to Programs A or B could not be guaranteed at their school of residence and would depend upon available space. This was stated in the registration reminder that was emailed on July 27, 2020, prior to the July 31, 2020, first trimester registration deadline.

The July 27, 2020, communication stated:

*“Note that changes from 100% online to on-campus **may not always be possible at the student’s school of residence**. Students requesting this change will be returned to their school of residence **if space allows**, or will have the option of attending a different school for on-campus learning.”*

Communication to elementary families regarding the registration deadline of July 31, 2020, informed families that they could not be guaranteed space at their school of residence for a change to “in-person learning” at the trimester change; however, the Reopening Plan did not explicitly include this process for all schools but instead defined this for only five elementary schools with the highest total enrollment. This information was shared in the July 15, 2020, Board Report: Oso Grande Elementary, Vista del Mar Elementary, Las Palmas Elementary, Chaparral Elementary, and Ladera Ranch Elementary (p. 26).

Addendum #3 formalizes this process for all elementary schools. Elementary families will be provided enrollment in Programs A and B for the third trimester but it may be offered at another school if their school of residence does not have space for additional students. If a student attends another school other than their school of residence for the third trimester, the student will be allowed to return to their school of residence for the 2021-2022 school year. For the purpose of Addendum #3, school of residence is defined as the student’s home school.

Alignment with Board Policies

Addendum #3 of the Reopening Plan is therefore in alignment with Board Policy 5119(a), *School of Choice*; and Board Policy 5111.1(a), *District Residency* (Addendum #3) for both providing space at an alternative school and for the rights to return to the school of residence for 2021-2022. Board Policy 5119a states “In the event that a school is closed the Board will give direction to which assigned school the displaced students will attend.” Board Policy 5111.1 states “Parents/legal guardians of students who remain at an alternate school site until the end of the school year will also be given the option to remain at the alternate school site or return to the school within their attendance boundary for the next school year.” Addendum #3 follows both Board Policies as it provides an alternate school for the third trimester if space is not available for Programs A and B at their school of residence, and also guarantees families the right to return to their school of residence for the 2021-2022 school year.

CURRENT CONSIDERATIONS

As defined in the Addendum to Reopening Schools Plan that was approved by the Board on August 5, 2020, families are allowed to make program changes from Program C (100% online) to Programs A and B at the trimester change in November 2020 and February 2021 (p. 23). In the July 15, 2020, Board report, it was shared that program space could not be guaranteed for families requesting a change at the second and third trimester at the 5 largest elementary schools, and when Program A enrollment exceeded 70% enrollment. (Addendum #2)

The July 15, 2020, Board report stated:

“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. 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.” (p. 26)

The Third Addendum of the Reopening Plan revises this language to include all schools when they do not have program space for new enrollment in both Programs A and B. It also clarifies that at some schools, this will be at the 70% capacity level, while at others it will be a different percentage based upon unique classroom and facilities needs that impact class size while following all health and safety guidelines. The updated description of this process, with new language underlined, will be included in the Education Options section of the *2020-2021 School Year Opening & Safety Plan* on page 17 (Addendum #3) and will state:

After registration is confirmed, if demand for Programs A and B at any elementary school exceeds 70% or if there are no available seats for new enrollment, students will be able to attend a different elementary school campus to support all Program A and B learning requests. Students who are not able to attend Program A or B at their school of residence will be able to return to their school of residence for the 2021-2022 school year. School of residence is defined as the student’s home school.

FINANCIAL IMPLICATIONS

There is no financial impact. All program changes would be supported by current staffing ratios at elementary schools.

STAFF RECOMMENDATION

Staff recommends ratification of Addendum #3 to the Reopening Plan to provide elementary families with program change requests from Program C to Programs A and B at the third trimester by accommodating students at a different school if space is not available at their school of residence. Staff recommends the approval of the following new language to be included in the Education Options section of the *2020-2021 School Year Opening & Safety Plan*:

After registration is confirmed, if demand for Programs A and B at any elementary school exceeds 70% or if there are no available seats for new enrollment, students will be able to attend a different elementary school campus to support all Program A and B learning requests. Students who are not able to attend Program A or B at their school of residence in the third trimester will be able to return to their school of residence for the 2021-2022 school year. School of residence is defined as the student’s home school.

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.

2020-2021 School Year Opening & Safety Plan



September 2020

This is a fluid working document that may be
adjusted as conditions and/or guidance changes

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A Message from Superintendent Vital



Dear CUSD Families,

The District's priority is to reopen campuses safely for our 47,000 students and 5,000 staff and teachers, and to minimize any chance of future disruption. As students phase back into on campus options, schools and classrooms will look very different than previous years due to required health and safety measures. We will continue to monitor and seek guidance from state agencies and public health officials to ensure student and staff safety. CUSD is committed to maintaining 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. We are also committed to providing integrated mental health, social emotional learning and support, extracurricular programs, clubs and athletics, which are critical to the physical and social well being of our students.

Thank you for your patience as we navigate this journey together.

Warmly, Kirsten Vital, Superintendent



As students return, it will look different.

Screening at Home

- Families will take student temperatures each day before going to school. Any student with a fever of 100.4 F or higher should not go to a school site. Personal illness, quarantine, and COVID-19 illness or symptom related absence will be excused. Parents or guardians should continue to contact the attendance office when their student is ill and not attending school
- Staff members are required to self-screen and complete a daily temperature check prior to coming to work. Any employee with a fever of 100.4 F or higher should not go to a school site. If staff members are experiencing symptoms, they should stay home and contact their supervisor
- Prior to attending school, students and employees should be fever free for 24 hours, without fever reducing medicine
- Anyone who has been diagnosed as COVID-19 positive within the past 14 days should notify their principal

Arriving at School

- Student temperatures will be taken before boarding the bus and arriving on campus
- Students and staff members will be required to wear facial coverings
- Parents and visitors will have limited access to the school campus
- School sites will designate routes for entry and exit in order to limit direct contact with others
- School sites will have signage throughout campus to remind students and staff about social distancing, hand washing, and spreading germs
- The District has secured additional safety equipment including but not limited to: hand-washing stations, touch-free thermometers, classroom sneeze guards and more

Supplies and Protective Equipment at each school site

- Plexiglass office dividers
- Directional walkways
- Messaging signs and floor stickers
- Classroom thermometers
- Mobile handwashing stations
- Sneeze guards in classrooms



The following items are available at each school based upon student enrollment and staff numbers

- Cloth Mask — Child
- Cloth Mask — Adult
- Disposable Mask — Child
- Disposable Mask — Adult
- Gloves — Medium and Large
- Hand Sanitizer
- Face Shields
- Disinfecting Wipes
- Thermometers (one per classroom)

Face Covering and Personal Protective Equipment (PPE)

In accordance with the California Department of Public Health's (CDPH) Guidance for Face Coverings.

Students must utilize face coverings:

- While in the classroom
- While waiting to enter campus
- While on school grounds (except when eating, drinking or during outdoor recreation)
- While leaving school
- While on the bus



Personal Protective Equipment (PPE) will be provided to staff and students, but it is highly encouraged for students to bring their own face coverings

- Personal, protective, face coverings will be allowed in compliance with dress code policies
- Gaiters are allowed if 2-ply, dual layer. Bandanas are not allowed
- Masks or coverings with exhalation valves are not allowed
- Teachers and identified staff members will receive a reusable face shield
- Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid, or food service



Other Safety Considerations

- Staff members have completed mandated COVID-19 online trainings
- Campuses will follow guidelines developed by the CDPH for cleaning, disinfection, and ventilation of school campuses
- Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs)
- Staff and students will be expected to wash/sanitize their hands regularly
- Schools will limit the share of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily
- Students will be encouraged to bring personal/refillable water bottles
- Classrooms spaces will be reconfigured to ensure 6 feet between staff and student desks
- Student temperature checks will be taken daily by teachers and other staff members

HOW TO WEAR A FACE MASK



Additional Information about Facial Coverings and Face Shields

- Facial coverings are required for all students and staff
May be removed for meals, snacks, or outdoor recreation, or when it needs to be replaced.
- Face shields may be used by teachers and other staff for specific lessons, programs, or services, as per CDPH guidelines.

Accommodations for facial coverings for students

- Accommodations will be determined through the 504 and Individualized Education Plan (IEP) process. Parents or guardians should work with the site principal or assistant principal to discuss 504 and IEP accommodations. All students are required to wear face coverings at school, and all families may select the online learning program as an option.
- Board approved plan requires students ages 2 and up to wear masks to meet the standard of care for all students and staff.
- Wearing a mask is the most significant safety measure and standard of care for protecting our students and staff.

Student discipline for not wearing facial coverings

- Elementary: Students will receive 3 warnings and then will be reassigned to 100 percent online after the fourth violation.
- Secondary: Students will receive 2 warnings and then will be reassigned to 100 percent online after the third violation.

Implementing Social Distancing — On campus and in the classroom



Social distancing will limit the spread of the virus. Schools will adhere to the following strategies as much as possible

- Restrict non-essential visitors, volunteers, and activities involving other groups and minimize contact between adults
- Limit group activities wherever practicable (i.e., assemblies, award ceremonies, athletic competitions)
- Arrange classroom space to remove non-essential furniture, allowing for maximum space for students and staff
- Arrange student desks to face the same direction (rather than facing each other) and maintain social distancing
- Minimize movement of students and teachers or staff as much as possible
- Designate routes for entry and exit during transition times, as feasible
- Staggered schedules for restroom breaks and handwashing
- Based on space availability, pre-boxed meals will be served outdoors or in cafeterias. All school-provided meals will be individually packaged, and items will be served to students as they move through the line.
All elementary students can eat for free.
- Hold recess and play activities in separate areas designated by class

Elementary and Secondary Cafeteria Service

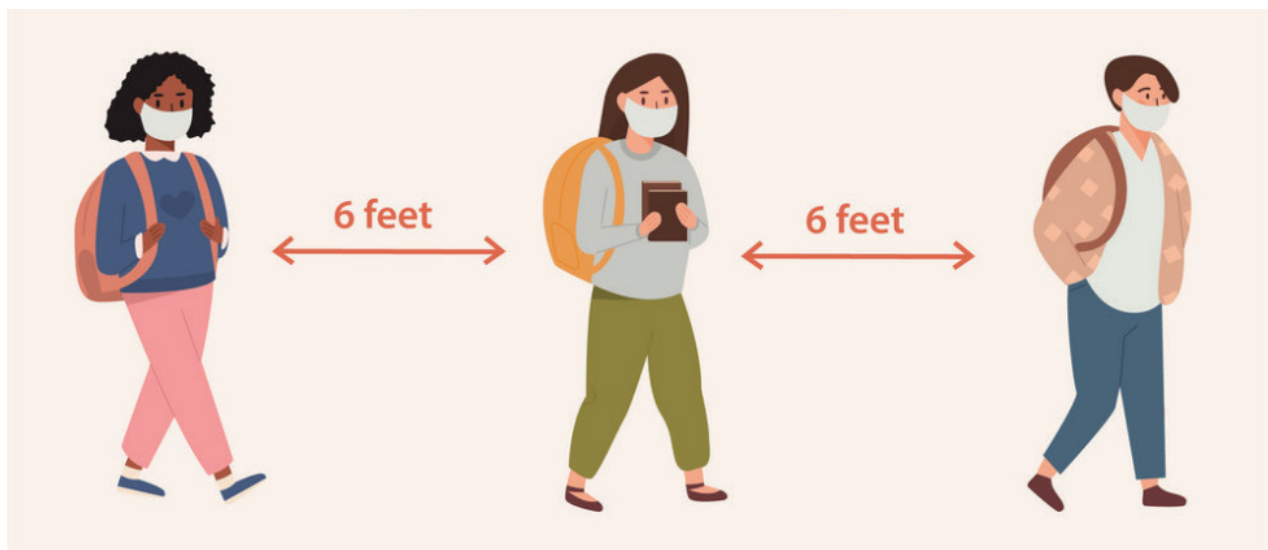
All students can eat for free. Pin pads will only be used to purchase snack items (when available). Five day meal kits will be available for pick up every Monday at the Nutrition Center for 100% virtual learners, when students return to school. More information to follow.

Elementary

- Serving lines will be one-sided and cashiers will serve students
- A limited number of students will enter the cafeteria and floor signage shows students where to stand
- Breakfast will be available to take home for the next day

Secondary

- All service windows will be six feet apart with lines marked to social distance
- Carts will be placed outside
- Meals can be picked up at the end of the day for students who will not be on campus for the following day's virtual learning



Student Arrival And Dismissal

Each school site will establish student arrival and dismissal protocols to minimize contact between students, staff, families and the community as much as practical.

Directional signage will clearly designate entrance and exit routes.

Student Typical Day Scenarios



A Typical Day for a Secondary CUSD Student in Program B (100% Online Learning)

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 “Program B” (100% Online Learning). Please note that this describes Program B, 100% Online Learning, as we reopen school with both programs (A and B) 100% online.

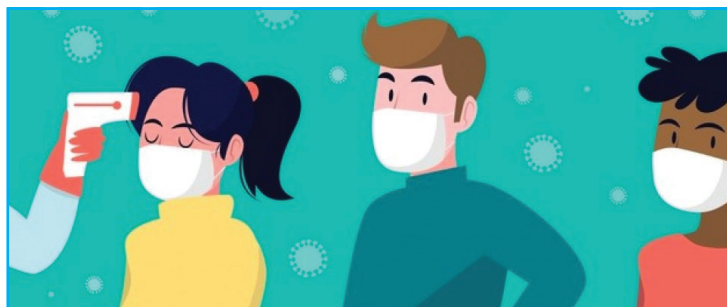
See Appendix 1



A Typical Day for an Elementary CUSD Student in Program C (100% Online Learning)

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 “Program C” (100% Online Learning)

See Appendix 2



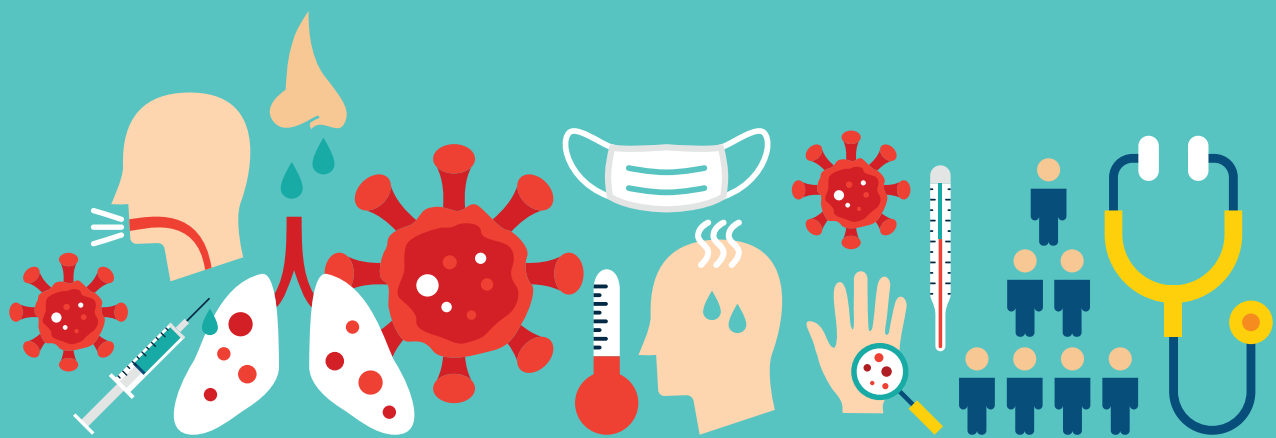
A Typical Day for a Student in CUSD

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

See Appendix 3

- All Employees and families should report any incident of COVID-19 symptoms, close contact exposure, or positive testing results to site administration
- The principal will communicate with the COVID-19 Response Team.
- A Team member will contact the employee, parent or community member
- Positive cases of COVID-19 on a campus or District facility will be reported to the Orange County Health Care Agency
- The school community will be notified of a COVID-19 case on the campus or facility. The notification will not name the person positive for the corona virus but will give information regarding the date of the incident and whether a person is at low-risk or a close contact.

COVID-19 Symptoms



- Fever 100.4 or higher in the last 24 hours
- Cough
- Shortness of breath or difficulty breathing
- Chills/unexplained fatigue
- Muscle or body aches
- Headaches
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- New loss of taste or smell



HEADACHE



TEMPERATURE



COUGH



SORE THROAT

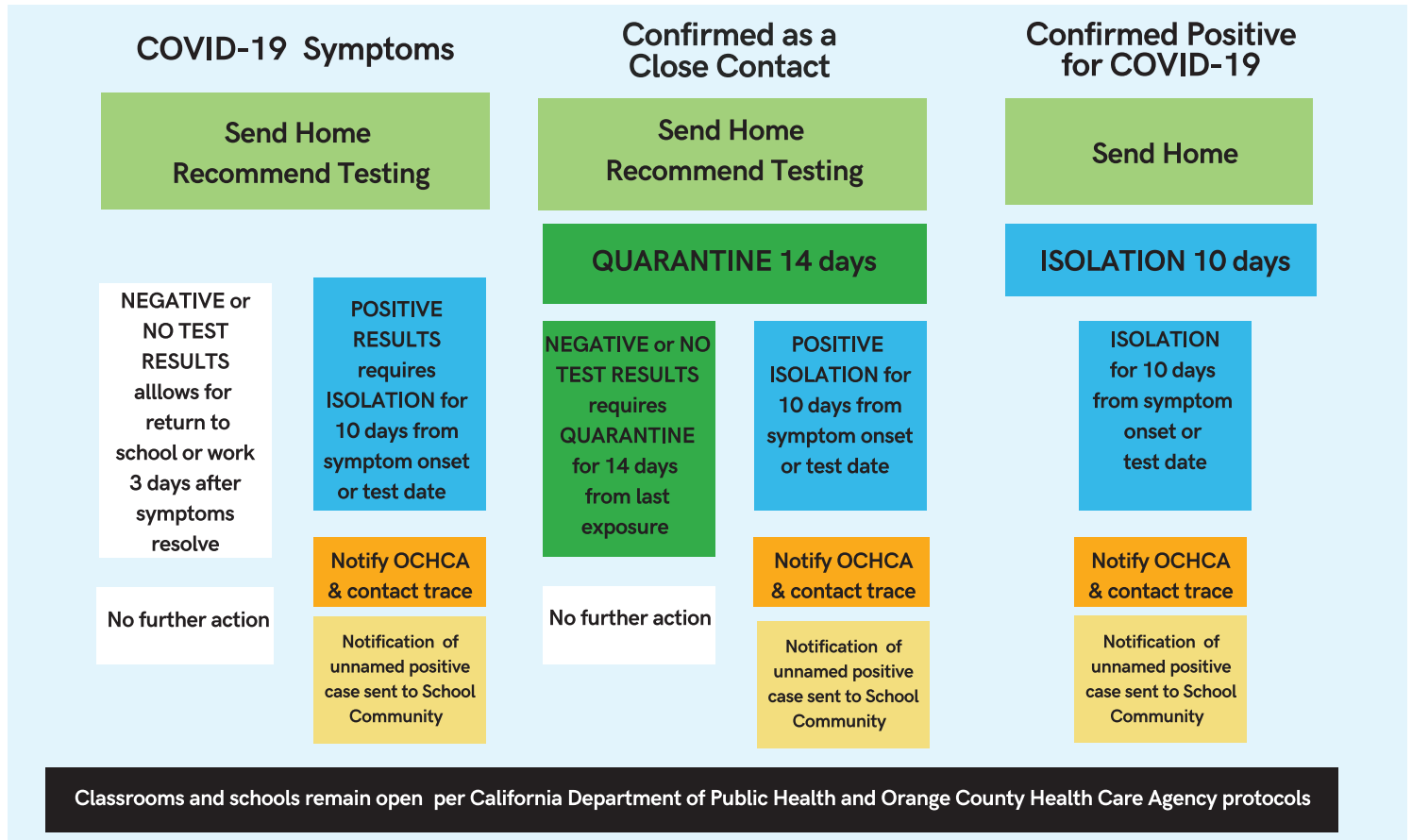
School Decision Tree



CAPISTRANO UNIFIED SCHOOL DISTRICT



Confidential Actions and Community Communication When COVID-19 is Suspected at a School or District Facility



California Department Of Public Health — Action Guidelines



Student or staff with COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing):

- Send home student or staff immediately, place in school site isolation room while awaiting pick-up
- Recommend COVID-Testing
- School/classroom remain open
- No communication sent to classroom or school community

Student or staff with close contact to a confirmed COVID-19 case:

- Send home student or staff immediately, place in school site isolation room while awaiting pick-up
- Quarantine for 14 days from last exposure
- Recommend COVID-testing
- School/classroom remain open
- Consider school community notification of a known contact

Staff or student with confirmed COVID-19 case infection:

- Notify the local public health department
- Isolate case and exclude from school for 10 days from symptom onset or test date
- Identify close contacts, quarantine and exclude exposed contacts; could be entire cohort for 14 days after the last date the case was present at school while infectious
- Recommend testing of contacts, prioritize symptomatic contacts
- Disinfection and cleaning of classroom and primary spaces where case spent significant time
- School remains open
- School or classroom community notification of a known case

Staff or student tests negative after symptoms:

- Staff or student may return to school 3 days after symptoms resolve

- School/classroom remain open
- Consider school community notification if prior awareness of testing

What are the criteria for closing a school?

The California Department of Public Health recommends individual school closure based on the number of cases, the percentage of the teacher/student/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 teacher/student/staff cases are 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 has occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

What are the criteria for closing a school district?

The California Department of Public Health recommends that 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 health department.

If a school district is closed, when may it reopen?

Districts may typically reopen after 14 days, in consultation with the local health department.

*These action guidelines may change in accordance with recommendations from CDPH and the local county health officer

CLOSE CONTACT:

A close contact is defined as a person who is less than 6 feet from a case for more than 15 minutes.

COHORT

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 to the greatest extent practicable.

The safety of employees and students at CUSD is the first priority. Schools have been completely cleaned and disinfected, and CUSD will continue to adhere to all necessary safety precautions. In addition to the deep cleaning of the office and school before employees and students return, the cleaning steps outlined below will be followed:

CLEANING

Physical removal of soil (dirt and debris) from surfaces which can include the use of water and detergent.

SANITIZATION

Treating a surface to effectively reduce microorganisms of public health significance. Cleaning before sanitizing is always recommended when time permits.

DISINFECTING

Destroy or inactivate microorganisms, including bacteria and viruses on surfaces.

Sanitize The Following At Least Daily

- Desks and chairs
- Keyboards, phones, headsets, copy machines
- Door handles
- Handrails
- Restroom surfaces and sink handles
- Light switches
- Public interface/Interaction areas
- Kitchens and food preparation areas

Sanitize The Following Weekly

- Elevators
- Bike Racks

Handwashing

Handwashing is strongly encouraged as one of the most effective ways to prevent the spread of any biological pathogen, including COVID-19.

- Wash hands thoroughly with soap and water for at least 20 seconds
- Thoroughly dry hands

Handwashing stations are being deployed to supplement existing facilities, especially where food is eaten and in common areas. Types of handwashing stations:

- Self-contained system – foot pump operated water and soap handwashing stations
- Hand sanitizer dispensers - touchless dispensers
- Hand sanitizer bottles - readily available



Reuseable Water Bottles Encouraged

- All outdoor drinking fountains have been turned off to reduce sharing
- Students should provide their own reusable water bottles to reduce sharing

Indoor Air Quality

Indoor air quality is essential to providing a safe and comfortable environment for schools and offices. Proper temperature and humidity levels can help slow down the reproduction of viruses and bacteria. CUSD is ensuring proper preventive maintenance is being performed on all HVAC units and is changing filters on a regular basis and providing adequate air filters:

- The Center for Disease Control recommends increasing air filtration as high as possible (target MERV 13) without diminishing air flow and enforcing the existing or revised indoor air quality plan.
- The District has replaced all air filtration systems with MERV 13 air filters.



The centerpiece of CUSD's Trustee-approved reopening 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.

Elementary K-5 Options

- Program A: 100% Full-day on-campus with Extended Learning
- Program B: Hybrid model: 50% on campus and 50% home supplemental activities
- Program C: 100% online with school-site teacher support


Secondary Options Grades 6-12

- Program A: Hybrid mode: Half-time on campus with a flipped classroom format utilizing independent study
- Program B: 100% online learning
- Juniors and seniors will have access to the resources needed for post-secondary life after high school

Elementary and Secondary Students

- For all options, daily attendance is taken and live teacher instruction is provided.
- Canvas Learning Management System will be used in grades Pre-K–12, replacing the School Loop system. Canvas will enable parents, teachers and students to click into their courses, communicate, view grades, and much more.
- Chromebooks will be provided by the district to access curriculum.

Elementary Programs




Full Day
Model A


- 50% with teacher
- 50% extended learning
- Lessons provided in Canvas
- Device provided
- Will return to campus when allowed
- Sample schedule

Model B

Hybrid

- 50% with teacher
- 50% independent learning at home
- Lessons provided in Canvas
- Device provided
- Will return to campus when allowed
- Sample schedule





Online
Model C

- 100% independent learning with teacher weekly check-ins and office hours
- Lessons provided in Canvas
- Device provided
- Will learn at home entire school year

Secondary Programs

Program A

Hybrid



- 50% with teacher live
- 50% independent learning
- Apex, UC Scout, and CUSD created modules provided in Canvas
- Device provided

Program B

Online

- 100% Online
- Live instruction and independent learning
- Apex, UC Scout, and CUSD created modules provided in Canvas
- Device provided



CUSD Elementary K-5th 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 (2.5 hrs) • 50% extended learning with supervisor (2.5 hrs) • May be in a single grade or combination class 	50% In Person <ul style="list-style-type: none"> • 50% live with teacher (2.5 hrs) • 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
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

Elementary Sample Schedule

(Non-ACE/PLC days) for 7:45 start time schools*

TIME	STUDENTS
7:30 - 7:45	AM Arrival All Program A students Program B/AM Students
7:45 - 10:15	Group Instruction - AM students
7:45 - 10:55	Extended Learning for Students who will receive PM instruction
10:15 - 10:30	Program B AM student dismissal Optional grab-n-go lunches for Program B/AM students
10:15 - 10:55 K - 2 eat 20 / play 20 3 - 5 play 20 / eat 20	Lunch for Extended Learning students who received AM instruction Distanced at tables and on playground
10:55 - 11:35 K - 2 eat 20 / play 20 3 - 5 play 20 / eat 20	Lunch for Extended Learning students who will receive PM instruction Distanced at tables and on playground
10:55 - 11:35	Program B PM student arrival Optional lunch at tables
10:55 - 2:05	Extended Learning for students who received AM instruction <i>Extended Learning staff may take students out for a recess break or the supervisor can take the students out during part of the 30 minute lunch period (these students would have had an early lunch)</i>
11:35 - 2:05	Group Instruction - PM students

CUSD Secondary Program Options (6th-12th grades)

Middle and High Schools Virtual Mondays

Middle schools and high schools will have virtual Mondays with periods 1-6 online after returning to “in person” learning. Originally, secondary schools planned to have students attend every other Monday on campus in the hybrid Program A model. By keeping Mondays 100 percent online, it allows all students to virtually attend class with their teachers on Mondays, increasing overall instructional time and providing 3 days of instruction a week for all students.

Additional Benefits

- Connections with the entire class on Mondays
- Increase of weekly live instruction from 50 percent (2 ½ days per week) to 60 percent (3 days per week)
- Predictable Monday schedule for families
- Continuity in instructional planning for teachers
- Flexibility of knowing how to do virtual learning easily in case the school or District needs to temporarily pivot back to a closed campus

	PROGRAM A 50% In Person Learning	PROGRAM 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 Learning <ul style="list-style-type: none"> • 50% online instruction • 50% independent learning at home
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"> • Live lessons • 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"> • Live instruction on instructional days • Independent learning supported by teacher and completed by student at home
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

Middle School: Revised Hybrid Schedules with Virtual Mondays for Blue Track and Gold Track

Revised schedules, with green denoting students in both blue and gold tracks attending together virtually on Mondays:

Virtual Traditional Late Start Monday:

Middle School every day also includes an Intervention and support time

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Week 2	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Week 3	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Week 4	Traditional 1-5 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,5	Block 0,2,4,5
Track A					
Track B					

High School: Revised Hybrid Schedules with Virtual Mondays for Blue Track and Gold Track

Virtual Traditional Late Start Monday: High School Block

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 2	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 3	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 4	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Track A					
Track B					

Virtual Traditional Late Start Monday: High School Alternating Block

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 2	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 3	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Week 4	Traditional 1-6 Virtual	Block 0,1,3,5	Block 0,1,3,5	Block 0,2,4,6	Block 0,2,4,6
Track A					
Track B					

Program Changes

- Families will commit to one of the Program Options and remain with that option until the end of a formal grading period:
- Elementary: Trimester breaks (November 2, 2020 and February 22, 2021)
- Secondary: Quarterly, progress reporting periods, or semester break
- If an on-campus student must be quarantined, they will be moved to online independent study until they are able to return to campus.

College and Career Advantage (CCA)

- College and Career Advantage (CCA) is a joint partnership of CUSD and Laguna Beach USD, formed to provide high-quality Career Technical Education (CTE) to 6th-12th grader students throughout So. Orange County.
- CCA will provide both online and hybrid models of instruction utilizing Canvas and similar software systems.
- Instruction will include project, work, and hands-on based learning. Students will meet the required competencies outlined in the Career Training Plan for each course and the California CTE Model Curriculum Standards.
- CCA teachers are industry experts and will utilize innovative approaches to provide job shadowing opportunities, guest speakers (meet-a-pro), virtual field trips using NEPRIS, and skills training using an online platform as necessary.
- As guidelines allow, students will have an opportunity to return to high-quality labs using industry-specific equipment and supplies to strengthen job-related skills.
- Many CTE courses are honors-weighted and 100% of CCA courses meet UC A-G requirements. Approximately 40 courses are articulated with local community colleges allowing students to earn both college and high school credit.

For more information on CCA visit <https://www.ccadvantage.org/>

Special Education Programs

All special education programs and related services will be available both on-campus and online

- 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 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 times well as the days they would be off track. The students who remain on campus will be those whose IEP services and minutes.

Related services such as speech, occupational therapy and adaptive P.E. will be provided both on campus and online in preschool, grades TK-12, and Adult Transition program.



Mental Health and Social Emotional Learning

Supporting students' social emotional wellness is a priority for District and school staff. On-campus school counselors will provide 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, various webinars and other resources will be offered for students and families who may be experiencing anxieties or stresses through these challenging times.

2020-2021 CIF Sports Calendar as of July 20, 2020



Sport	Last Day for Section Playoffs	* Last Day for Regional/ State Championships
FALL		
Volleyball (Boys & Girls)	March 13, 2021	March 20, 2021
Water Polo (Boys & Girls)	March 13, 2021	March 20, 2021
Cross Country	March 20, 2021	March 27, 2021
Trad. Competitive Cheer	Determined by Section	April 17, 2021
Football	April 10, 2021	April 17, 2021
SPRING		
Badminton	May 22, 2021	May 29, 2021
Soccer	May 29, 2021	June 5, 2021
Swimming (Boys & Girls)	May 29, 2021	June 5, 2021
Tennis (Boys & Girls)	May 29, 2021	June 5, 2021
Wrestling	June 5, 2021	June 12, 2021
Basketball	June 12, 2021	June 19, 2021
Golf (Boys & Girls)	June 12, 2021	June 23, 2021
Baseball	June 19, 2021	June 26, 2021
Softball	June 19, 2021	June 26, 2021
Track & Field	June 19, 2021	June 26, 2021
^Competitive Sport Cheer	Determined by Section	**
Lacrosse	Determined by Section	**

* Regional/State Championship events have been reduced to one week for all sports

** Regional/State Championship events are not currently offered by the State CIF in these sports

^ CSC teams are approved to compete in season culminating tournament on June 12

What do I do if my child is experiencing COVID-19 symptoms while at home?

If your child is experiencing COVID-19 symptoms, please keep him/her home and contact your child's health care provider. Please contact your school to report the absence; a COVID-19 related absence is excused. If someone in your household tested positive for COVID-19 and is currently under quarantine or self-isolation, your child should follow the guidelines from the Orange County Health Care Agency (OCHCA) on how long to remain at home and when to return to school.

What happens if a student demonstrates COVID-19 symptoms while at school?

If a student becomes ill during the school day, the following steps will be taken:

- Student will be taken to an isolation area where temperature and symptoms will be evaluated; student will remain in the isolation area until they are picked up by a parent or guardian.
- The school site will work with the family to follow the Center for Disease Control Home Isolation Guidelines, as recommended by the California Department of Public Health.

What happens if a positive COVID-19 case occurs at a school site?

For any positive COVID-19 case the following protocol will be applied, in accordance with state and local laws and regulations. School administrators will notify the District Office designee with the following information:

- Name of person confirmed
- If known, date of potential exposure
- Date of test
- Last date on CUSD campus
- Names of individuals who had physical contact with an infected person or spent 15 minutes or more within six feet of distance without a face covering

The District Office designee will coordinate a response with OCHCA. After receiving direction from OCHCA, the District designee will only notify students, staff, and families who have been potentially exposed to COVID-19 and provide health recommendations and guidance from OCHCA.

A positive COVID-19 case may lead a classroom, multiple classrooms, or a school to return to distance learning for a period of time. Any closures will be determined by the District administration after consultations with OCHCA.

The classroom or impacted areas will receive extensive cleaning and sanitation following District Maintenance & Operations guidelines.

How are others notified they were in contact with an individual who tested positive for COVID-19?

The District works with OCHCA to determine close contacts and low risk contacts. Individuals identified by OCHCA are contacted via an email that outlines specifics regarding how long the individual must quarantine, steps to mitigate contracting the coronavirus, and list symptoms associated with the virus.

All HIPPA notifications and guidelines for privacy are always followed.



Appendix 1

A Typical Day for a Secondary CUSD Student in Program B (100% Online Learning)

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 “Program B” (100% Online Learning). Please note that this describes Program B, 100% Online Learning, as we reopen school with both programs (A and B) 100% online.

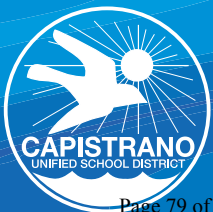
Start of the Week: All students will be able to see the assignments for the week in the Canvas learning management system. Students will be informed about when they are to start the assignment, when it is due, and how to submit it. Students will also know that they are expected to engage daily in the scope and sequence of our online learning platforms.

Start of a Period (Dependent on the School Bell Schedule): Students will interact daily with the teacher online via Google Meet or Zoom throughout a week depending on the bell schedule and the courses a student is scheduled to take. In an ongoing manner, the teacher will engage the class with reminders in class virtually to set the stage for the week and progression through the week’s objectives.

Progress Monitoring and Support: Teachers will monitor student progress throughout the week, communicating with both the students and parents the expectations for each class period. Using Canvas (our student and parent learning management system) students will work through the scope and sequence of the class and work with the teacher to navigate weekly learning objectives. Canvas will delineate due dates and mechanisms to “turn work in” for students and these systems as well as reminders will be reinforced by the teacher in daily virtual classroom sessions.

Moving through a Day: Students will navigate their school’s bell schedule to meet at scheduled times with their teacher virtually. Attendance will be recorded for each class. For an example, if a student has 1st period English, they would check in with the teacher at a designated time and place (Google Meet or Zoom) to understand the day’s work and expectations for the scope and sequence of the week. The student would then move into the next period in their block or traditional schedule to do the same in the next scheduled class. In addition to the courses students have on their schedules, both middle school and high school students will have access to their teachers in a tutorial or intervention period built into schedules. School site administrators will be sharing specifics around tutorial and intervention once school opens.

Ongoing Classwork: Students will have opportunities through the day and week to work through assignments and projects as assigned in Canvas or in our online curricular options. Grades, based on the assignment, will be tracked and recorded in Canvas. As directed by the class calendar and teacher meetings, students may log into programs like Apex (an online course curriculum), Conceptual Academy (online science labs) etc. from Canvas to complete daily and weekly work and will have the support of the teacher through ongoing interaction to maintain appropriate progression through the course curriculum.



Appendix 2

A Typical Day for an Elementary CUSD Student in Program C (100% Online Learning)

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 “Program C” (100% Online Learning). Please note that this describes Program C, 100% Online Learning, as we reopen school with all programs (A, B, and C) 100% online.

Start of the Week: All students will be able to see the assignments for the week in the Canvas learning management system. Students will be informed about when students are to start the assignment, when it is due, and how to submit it. Students will also know that they are expected to engage daily in i-Ready’s Math instruction for 15-20 minutes in addition to completing their other assignments.

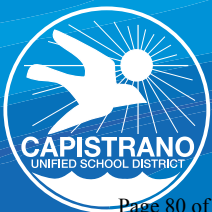
Start of the Day (8:00 am): Students will check-in with the teacher online via Google Meet or Zoom at the start of the day for the day’s first lesson. The teacher will engage the class in an opening activity to get them started for the day and take attendance. The teacher will then move into the first lesson for the day. This first lesson might be a literacy lesson. The teacher will review the lesson’s objectives and then begin to provide direct instruction. Students may be asked to respond to the teacher’s questions, clarify directions, or respond to particular prompts. Students may have whiteboards or journals and will be asked to show their work on the camera. The lesson will conclude with clear directions on next steps in completing the assignment independently and a reminder of how to upload or share the work they complete. They will be informed of the time for the next lesson of the day. The teacher may ask a smaller group of students to stay in the Meet/Zoom call to receive additional support, intervention, or enrichment. The rest of the students log off the Meet/Zoom call and begin working on their assignment and other assignments in their queue.

Mid-Morning (9:30 am): Students will check-in again with the teacher online via Meet/Zoom for their second lesson of the day. In this example, the lesson is on Mathematics. The teacher may engage the students in a Number Sense Routine or a group Problem Solving activity. The teacher then provides instruction on the day’s math objectives and has students respond to questions, prompts, use their whiteboards and show their work. As before, the lesson will conclude with clear directions on next steps for completing the assignment independently and a reminder of how to upload or share the work they complete. They will be informed of the time for the next lesson of the day. As in the earlier lesson, the teacher may ask a smaller group of students to stay in the Meet/Zoom call to receive additional support, intervention, or enrichment. The rest of the students log off the Meet/Zoom call and begin working on their assignment and other assignments in their queue. For Math, this may include time logged onto i-Ready.

Late Morning (11:00 am): Students will spend the rest of the morning working on assignments in their queue. If they are stuck or need additional help, they will know that the teacher (in this case) will have Office hours from 11:00 am - 12:00 pm where they can log back into an open Meet/Zoom call to ask questions about the assignments.

After-Lunch (12:45 pm): Students will check-in a third time during the day with the teacher online via Meet/Zoom for a third lesson for the day. This lesson might be in another content area, such as Science, Social Studies, Music, Art, or Social-Emotional Well-Being. The teacher will review the objectives and provide direct instruction on the concepts or skills that are the focus of the lesson. As before, the lesson will conclude with clear directions on next steps for completing the assignment independently and a reminder of how to upload or share the work they complete. This particular assignment might be due at the end of the day or later in the week. It could be a project that students are working on throughout the week.

Remainder of Afternoon: Students who are English Learners may be brought into a 30 minute Meet/Zoom call to receive English Language Development (ELD) instruction. All other students will continue working on their assignments through the remainder of the afternoon (up until the end of the school day) and ensure that they have completed the assignments in the queue for the day.



Appendix 3

A Typical Day for a Student in CUSD

To help families understand how school will be for their children in the fall, here is a “snapshot” of a typical day for a student in CUSD. While the day is similar to an elementary student’s schedule, it does clearly describe the health and safety guidelines that are in place for all students to safely return to campus:

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.

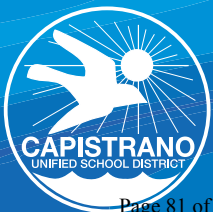
When Arriving at School: Students are wearing their facial coverings as they enter their school campus in an orderly fashion. They enter from multiple entrances to provide appropriate distancing and they go to their assigned spot in their class line which is clearly marked with “distancing dots” on the 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. Approximately 16 students are in the classroom at one time. 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.

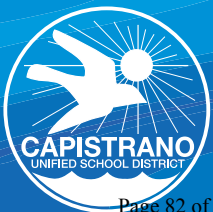
During Extended Learning: Students are led by a paraeducator or another teacher or certificated staff to the extended learning space. The extended learning space may be a library, multi-purpose room, STEM lab, or outdoor space underneath a shade structure. Transitions to other rooms or spaces are limited. 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.



[CA Coronavirus \(COVID-19\) Repsonse](#)

[California Department of Public Health Industry Guidance: Schools and School Based Programs](#)

[Orange County Health Care Agency COVID-19 Resource Directory](#)

[California Department of Education \(CDE\) Stronger together: A Guidebook for the reopening for California's Public Schools](#)

[Orange County Department of Education \(OCDE\) Orange County Together – A Guide to Safely Reopening Schools in the COVID-19 era](#)

[California Interscholastic Federation \(CIF\) Statement Regarding 2020-21 Sports Calendar and Bylaw Modification](#)

[How to Talk with Children about COVID-19: A Parent Resource](#)