

**CAPISTRANO UNIFIED SCHOOL DISTRICT  
BOARD REPORT**

To: Board of Trustees

From: Kirsten Vital Brulte, Superintendent  
Clark Hampton, Deputy Superintendent  
Greg Merwin, Chief Academic Officer, Education and Support Services

Date: April 21, 2021

Board Item: Reopening of Schools 2.0 Draft Plan for the 2021-2022 School Year

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**OVERVIEW OF OBJECTIVES**

Staff presents a draft plan for Reopening Schools 2.0 for the 2021-2022 school year.

This draft plan was developed by the Reopening 2.0 Team, which includes classified employees, Teamsters, teachers, and site and District administrators; and the Certificated, Classified, Administrators in Partnership for Excellence (CAPE) Team, including CSEA President Ronda Walen, CUEA President Joy Schnapper, Teamsters Business Representative Sam Carlin, and Chief Academic Officer Greg Merwin. Parent and student feedback from surveys and focus groups has informed the planning as well.

The draft plan provides a conceptual framework in response to the Board's priorities and proposed next steps for the Reopening 2.0 Plan.

This Board Report addresses the following:

1. Background
2. Board Priorities for Reopening 2.0
3. Draft Plan for Each Priority
4. Timeline and Next Steps

**BACKGROUND**

On April 6, 2021, the California Department of Public Health (CDPH) stated in "Beyond the Blueprint for Safer Economy" that after June 15, 2021, schools would be able to provide full-time, in person instruction while staying in compliance with all health and safety guidelines:

*Schools and institutions of higher education should conduct full-time, in person instruction, in compliance with Cal/OSHA emergency temporary standards and public health guidelines.*

**Board Priorities for Reopening 2.0**

At the January 20, 2021, Board meeting, Trustees provided the following direction and defined priorities for Reopening in the 2021-2022 school year as follows:

*Under Closed Session items Public Health Emergency and Conference with Labor Negotiators, Trustees voted 7-0 to direct the Superintendent to:*

- 1. Open school as normal if we are able to do so, as determined by the criteria established by the California Department of Public Health for the 2021-2022 school year; If that is not possible, then create a Reopening 2.0 Plan that addresses the following Board approved priorities.*
- 2. Provide to the greatest extent possible a “normal experience” for middle school and high school students by restoring and “bringing back” PE and elective courses that were previously cut for the 2020-21 school year, and by reinstating the Graduation Board Policy Requirement of 220 credits; and include sports, performing arts, clubs and extracurricular activities.*
- 3. Provide daily live instruction for middle school and high school students where all students benefit from live instruction during both their in-person and virtual learning days; and support for 6th grade students who would benefit from additional support by providing an option to be on campus four full days per week.*
- 4. Provide elementary students who need additional intensive support and intervention, and who have experienced learning loss, by providing academic intervention.*
- 5. Create a 100% online learning program option TK-12 through Cal Prep/Capo Virtual by providing daily live instruction and a traditional bell schedule for those students who choose to be online.*

These five Board priorities, and the new CDPH “Beyond the Blueprint” guidelines, have provided the framework for the Reopening 2.0 Team to develop the Reopening 2.0 draft plan for the 2021-2022 school year.

## **CURRENT CONSIDERATIONS**

### **Draft Plan for 2021-2022 School Year in Response to Board Priorities**

The following draft plan addresses the five key Board Priorities. The concepts are listed below each corresponding priority to show alignment to that expressed value. After Board discussion, staff will return on May 19, 2021, with detailed plans for final approval.

**Board Priority 1:** *Open school as normal if we are able to do so, as determined by the criteria established by the California Department of Public Health*

- Beginning August 17, 2021, resume a full-day, traditional in-person instructional model, following a traditional bell schedule, at all elementary, middle, and high schools, from kindergarten through high school and Adult Transition Program
- Continue to adhere to the health and safety guidelines established by the California Department of Public Health (CDPH) and CalOSHA emergency temporary standards

**Board Priority 2:** *Provide to the greatest extent possible a “normal experience” for middle school and high school students by restoring and “bringing back” PE and elective courses that were previously cut for the 2020-21 school year, and by reinstating the Graduation Board Policy*

*Requirement of 220 credits; and include sports, performing arts, clubs and extracurricular activities*

- On February 17, 2021, the Board of Trustees approved the reinstatement of the Graduation Board Policy to 220 credits
- Provide in-person Physical Education courses in both middle school and high school
- Restore in-person elective courses in both middle school and high school
- Provide in-person sports, performing arts, clubs, and extracurricular activities

**Board Priority 3:** *Provide daily live instruction for middle school and high school students where all students benefit from live instruction during both their in-person and virtual learning days; and support for 6th grade students who would benefit from additional support by providing an option to be on campus four full days per week*

- Following a traditional “pre-COVID” bell schedule prior to March 2020, provide five day per week, full day in-person learning programs, for special education and general education, in all grades 6-12 and Adult Transition Program
- Reduce class sizes in high school
- Reduce class sizes in middle school
- Provide daily intervention and tutorial during the instructional day
- Provide additional staffing to support academic intervention
- Provide homework support and additional intervention after the instructional day
- Provide professional development for classified and certificated employees, both prior to the start of the school year and ongoing during the school year, for best practices in the areas of academic intervention, social emotional learning, and educational technology

**Board Priority 4:** *Provide elementary students who need additional intensive support and intervention, and who have experienced learning loss, by providing academic intervention*

- Provide a full day of classroom instruction, following a “pre-COVID” bell schedule prior to March 2020, with a certificated teacher for all students for grades K-5
- Reduce class sizes in the elementary grades
- Provide professional development for classified and certificated employees, both prior to the start of the school year and during the school year, for best practices in the areas of academic intervention, social emotional learning, and educational technology
- Provide additional staffing to support academic intervention

**Board Priority 5:** *Create a 100% online learning program option TK-12 through Cal Prep/Capo Virtual by providing daily live instruction and a traditional bell schedule for those students who choose to be online*

- Provide a separate 100% online program that provides daily live instruction, following a traditional bell schedule; the ability to offer this online program will depend upon renewal of current law for the 2021-2022 that allows for distance learning provisions
- Provide both special education and general education programs and services in the 100% online program
- Provide families with choice between two online programs: 1) an independent study program through Cal Prep and Capo Virtual; and 2) the new 100% online program with daily live instruction and the structure of a daily bell schedule
- Provide opportunities to exit the 100% online program and return to in-person learning at designated times of the year: elementary students could return at the trimester breaks; and middle school and high school students could return at the semester mark
- Provide professional development for classified and certificated employees, both prior to the start of the school year and during the school year, for best practices and effective pedagogy in academics and social emotional learning in an online learning environment
- Inform families of the two different online program options by comparing their key program components; please see Figure 1 below for a draft sample program advertisement of the two programs:

**Figure 1**

*Sample 2021-2022 Options for High School Online Programs - Draft*

2021-2022 Options		
<p><b><u>CAL PREP</u></b></p> <ul style="list-style-type: none"> <li>• Independent Study</li> <li>• No daily bell schedule</li> <li>• Co-curriculars available at resident school (sports, clubs, dances, performing arts)</li> <li>• Students may be dual enrolled with resident school for one or two courses. Majority of courses must be at Cal Prep</li> </ul> <p><b>COMMITMENT:</b></p> <p>Students may return to their resident CUSD school at any point if space is available. If space is not available, the student will be placed at another CUSD high school</p>	<p><b><u>TRADITIONAL HIGH SCHOOL</u></b></p> <ul style="list-style-type: none"> <li>• Daily in-person instruction</li> <li>• Formal bell schedule</li> <li>• Co-curriculars available</li> </ul> 	<p><b><u>100% ONLINE OPTION</u></b></p> <ul style="list-style-type: none"> <li>• Daily live (virtual) direct instruction</li> <li>• Formal bell schedule</li> <li>• No co-curriculars available</li> <li>• No dual enrollment with resident CUSD high school; some courses may not be available</li> </ul> <p><b>COMMITMENT:</b></p> <p>Students commit to remain in this program for entire grading period. If a student requests to return to their resident CUSD high school prior to the end of the grading period, then the student will be placed at a school where there is space and in courses that are open</p>

## Timeline and Next Steps

Timeline	Action
April 23, 2021	<b>Communication to families and employees regarding 2021-2022 Reopening 2.0 programs</b>
April 26, 2021	<b>Distribute survey to families regarding program selection (in-person or online)</b>
May 3, 2021	<b>Deadline for family survey</b>
May 19, 2021	<b>Final 2021-2022 Reopening 2.0 plan presented to Trustees for approval</b>
May 21, 2021	<b>Communication to families and employees regarding Reopening 2.0 for 2021-2022</b>
May 24, 2021	<b>2021-2022 Reopening 2.0 website launched with resources, program information, and archived messages</b>

## FINANCIAL IMPLICATIONS

It is expected that the Reopening 2.0 plan for the 2021-2022 school year will be funded by the state's AB86 grant and federal ESSER grants. Staff will present detailed financial implications in the May 19, 2021, Board Report.

Grant	State			Federal			Total
	Expanded Learning Opportunities (ELO)	Para professionals (ELO)	In Person Instruction (IPI)	ESSER II (CRSSA)	ESSER III (American Rescue Plan)	ESSER III 20% set aside for Lost Learning Time	
<b>Deadline</b>	Aug-22	Aug-22	Aug-22	Sep-23	Sep-24	Sep-24	
<b>CDE Allocation</b>	\$28,226,320	\$2,853,925	\$13,549,349	\$15,704,391	\$27,958,222	\$6,989,555	\$95,281,762

## STAFF RECOMMENDATION

Staff recommends a Reopening 2.0 plan that provides both full-time, in person learning and a 100% online program for the 2021-2022 school year. Following Board discussion, staff will return with a detailed Reopening 2.0 plan and request approval on May 19, 2021.

This is an information item only. No Trustee action is requested.