

**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: May 19, 2021

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

OVERVIEW OF OBJECTIVES

Staff presents a final plan for Board approval for Reopening Schools 2.0 for the 2021-2022 school year.

In response to guidance from Trustees at the April 21, 2021, Board meeting, this final plan was developed by the Reopening 2.0 Team. The Reopening Team includes Action Labs with 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 and input from surveys and focus groups were also instrumental in the development of the plan.

The final plan, under the new branding of “CUSD Going Back to School,” provides recommendations that effectively address the Board’s priorities for a successful opening of the 2021-2022 school year.

This Board Report addresses the following:

1. Background
2. Board Priorities for Reopening 2.0
3. Student Registration Data
4. Final Plan for Each Priority
5. 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.

Governor Newsom has indicated that an announcement on or around June 15, 2021, will include different health and safety guidance which may impact the requirements of facial coverings, distancing, and other protocol in District schools. With COVID-19 cases and positivity rates continuing to decline, restrictions are likely to decrease. Staff will closely monitor his announcement, and subsequent changes to CDPH guidance, and will revise the health and safety procedures for the fall of 2021 accordingly.

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 “Going Back to School” final plan for the 2021-2022 school year.

CURRENT CONSIDERATIONS

Student Registration Data

After the April 21, 2021, Board meeting, staff reached out to all families in the District and requested that they complete an early registration form. This registration form provided families with three program options for their students for the 2021-2022 school year: 1) traditional in-person school following a pre-COVID bell schedule; 2) Cal Prep/Capo Virtual independent study; or 3) 100% online program with daily live instruction following a traditional bell schedule.

To assist families with their decisions, staff provided charts that compared the three programs side by side, for elementary, middle, and high school. These charts are included in this report as Appendix A.

The following table provides the overall registration data for all three programs and the total number of students registered. ***Please note that families were informed that if they did not submit the early registration form by the deadline, their student would automatically be enrolled in Option #1: In-Person Learning. This was also clearly stated in a reminder email prior to the deadline. Many families indicated to staff that they chose not to submit the registration form for this reason:***

	# of students registered	% of students registered
Total Students Registered using Early Registration Form	15,498	
Students in Option #1: Traditional In-person School	14,572	94%
Students in Option #2: Cal Prep/Capo Virtual	95	0.6%
Students in Option #3: 100% Online Program with Daily Live Instruction following a Traditional Bell Schedule	830	5.4%

Final Plan for 2021-2022 School Year in Response to Board Priorities

The Reopening 2.0 “CUSD Going Back to School” final plan aligns with the five key Board Priorities. The key components of the final plan are listed below each corresponding priority to show alignment to that expressed value.

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.*

The following are key details regarding the final plan recommendation:

- 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. Staff anticipates continued changes to mask requirements, distancing, and symptom screening in schools between June 15, 2021, and August 17, 2021, the first day of the 2021-2022 school year. If and/or when CDPH health and safety requirements change, staff will communicate these changes to the community promptly
- K-12 traditional in-person learning following pre-COVID bell schedule following current CDPH guidelines
- Preschool and Transitional Kindergarten in-person learning following traditional pre-COVID bell schedule

- All special education programs and services will be provided
- Grades K-3 staffed at 24:1
- Grades 4-6 staffed at 27:1
- Grades 6-8 staffed at 30:1 and will provide PE, electives, and extracurriculars
- Grades 9-12 staffed with additional sections and will provide PE, electives, sports, performing arts, and extracurriculars
- Schools will follow the most recent CDPH guidance regarding volunteers on campus with the intent of allowing volunteers as soon as county and state guidelines will allow; if volunteers are not allowed at the start of the school year, staff will work with principals and parent organizations to develop innovative ways to volunteer virtually
- Enhance educational technology in classrooms with new projectors, voice amplification systems in classrooms, software, online teaching tools, and site based technology support
- Prioritize social emotional learning, mental health support, behavioral support, and cultural proficiency at every school through: teacher, classified, and administrator training; counseling; and the implementation of the District's Cultural Proficiency Plan goals, including Restorative Practices, Positive Behavior Interventions and Supports, and school task forces with balanced representation of students, staff, and administration

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.*

The following are key details regarding the final plan recommendation:

- On March 17, 2021, the Board of Trustees approved the reinstating of the Graduation Board Policy to 220 credits
- Provide in-person PE program at middle school and high school including the use of locker rooms and uniforms while following current CDPH guidelines
- Student electives to return to middle schools and high schools based upon student feedback and interest
- Offer performing arts, sports programs, and extracurricular activities that were provided prior to COVID-19

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.*

The following are key details regarding the final plan recommendation:

- All students in middle school and high school who choose in-person learning would attend

five days per week on campus, following a traditional bell schedule

- Middle School grades 6-8 staffed at 30:1
- High School grades 9-12 receive additional sections to lower class sizes in mathematics and English Language Arts
- **5 additional sections (1 FTE)** provided at every middle and high school for intervention and to build capacity of staff with a focus on literacy, numeracy, and Professional Learning Communities
- Additional sections for middle school and high school to provide increased opportunities for students who need support in math, English Language Arts, and English Language Development (ELD)
- Ongoing release time and support for teachers for Professional Learning Communities
- Providing compensation and training for teacher leaders to help improve the effectiveness of the PLC process and shared leadership work at the site.
- Additional resources and tools for ongoing, formative student assessments to monitor progress
- Training for teachers in intervention and in content areas of literacy and mathematics
- Materials and resources for intervention

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

The following are key details regarding the final plan recommendation:

- Provide a full day of classroom instruction, five days per week, with a certificated teacher for all students in grades K-5
- Grades K-3 staffed at 24:1
- Grades 4-5 staffed at 27:1
- Professional Learning for teachers, intervention staff, and classified staff:
 - Training before and during the school year in intervention, extension, Professional Learning Communities, and collaborative planning, in the areas of literacy and numeracy
- Additional resources and tools for ongoing, formative student assessments to monitor progress
- Compensation and training for teacher leaders to help improve the effectiveness of the Professional Learning Community (PLC) process and shared leadership at the site.
- **Teacher on Special Assignment (TOSA)** provided at each elementary school for intervention and to build capacity of staff with a focus on literacy, numeracy, and Professional Learning Communities

- Ongoing release time and support for teachers for Professional Learning Communities (PLC)
- ***Add 24 paraeducators and 12 teachers to support elementary PE instruction and weekly release time for PLC's***
- Training for teachers in intervention and in content areas of literacy and mathematics
- Materials and resources for intervention
- Preschool and Transitional Kindergarten in-person learning following traditional pre-COVID bell schedule

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.*

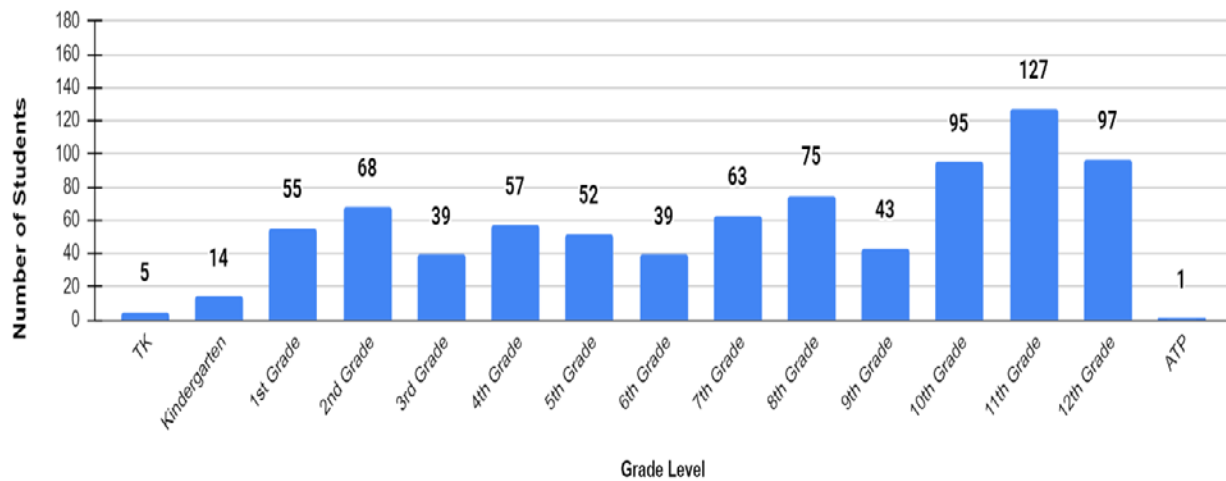
The following are key details regarding the final plan recommendation:

- Special education programs and services will be provided.
 - All special education programs and services will be discussed as an IEP team in order to ensure that the students' free and appropriate public education (FAPE) is met. The IEP case manager or the IEP administrator will contact families who have registered for both Option #2 (Cal Prep/Capo Virtual) and Option #3 (100% Online) to review and collaboratively develop a plan.
- Families would be able to exit the 100% online program and return to their home school at designated times of the year. Per Education Code 51745-51749.6, students have the right to transition from an online program to a typical school setting during the school year; **however, the ability to return to their school of residence would depend upon space available.**
 - Due to the fact that a change between programs will require a change in teachers, families will be provided opportunities to move programs within the designated time frame:
 - Elementary School: 2 opportunities, at the trimester break (November 2021 and February 2022)
 - Middle School: 1 opportunity, at the semester break (January 2021)
 - High School: 1 opportunity, at the semester break (January 2021)

Staffing Implications for Option #3: 100% Online Program

As previously shared, a total of 830 students registered for Option #3, 100% Online Program. With 830 students registered for grades TK-12 grade Districtwide, the number of students per grade level is captured in Figure 1:

Figure 1: *Students Registered for 100% Online with Bell Schedule, By Grade Level*



- **Transitional Kindergarten:** 5 students are registered.
- **Elementary School:** A total of **285 students** in grades K-5.
 - 25 students indicated Mandarin Immersion.
 - 16 students indicated Two Way Spanish Immersion.
- **Middle School:** A total of **177 students** in grades 6-8.
 - 2 students indicated Mandarin Immersion.
 - 18 students indicated Two Way Spanish Immersion.
- **High School:** A total of **362 students** in grades 9-12.
 - 1 student indicated Mandarin Immersion.
 - 24 students indicated Two Way Spanish Immersion.
- **ATP:** 1 student is registered.

It should be noted that confirmation of program registration will occur from May 26-June 2. Registration may fluctuate if families adjust their program choices based upon the Board approved final plan or changes to the health and safety guidelines at schools. Based upon the assumption of the current enrollment numbers, staff anticipates the following staffing and course offerings. Overstaffing for high school may be required depending upon individual student courses and schedules. Language Immersion programs and Transitional Kindergarten are addressed separately below.

- **Elementary School:** For grades K-5, there will be 10 teachers to support 244 students. This may require combination classes, depending upon the final enrollment.
- **Middle School:** For grades 6-8, there will be 6.2 teachers to support 157 students. The courses will be the “core four” subjects of math, language arts, history, and science. Some courses may combine grade levels within one subject. There will be very limited electives available. If families prefer more course options in an online format, staff encourages them to consider Capo Virtual K-8.
- **High School:** For grades 9-12, there will be 11.6 teachers to support 337 students. The courses will be the “core four” subjects of math, language arts, history, and science. There will be very limited electives available. If families prefer more course options in an online format, staff encourages them to consider Cal Prep.

Low Enrollment and Language Immersion Programs and Transitional Kindergarten

Staff analyzed the data by subgroup, grade level, and specialized programs to determine staffing needs for Option #3. ***Out of the 830 students who registered for Option #3, 100% Online Program, for all grades K-12, 28 indicated Mandarin Immersion Program (MIP) and 58 indicated Spanish Two Way Immersion Program (TWI) for 2021-2022. 5 families requested Transitional Kindergarten.***

Due to the low enrollment of students for the 100% online bell schedule format for the specialized programs, staff cannot build classes with such a small number of students per grade level and will not be able to offer the Option #3 program for these students.

In order to assist families, staff contacted each family on May 12, 2021, to explain that the language immersion program cannot be provided in the 100% online format due to low enrollment, and that a school administrator will personally contact them to consider different options to support their student next year. These options may include Cal Prep or Capo Virtual, a return to in-person learning after a trimester or semester online, or a temporary exit from the immersion program with the option to return in 2022-2023. Schools will reach out to these families after the May 19, 2021, Board meeting to discuss options and work together toward a solution.

The following table provides the number of students in elementary, middle, and high school, divided by the specialized programs of MIP, TWI, and Transitional Kindergarten. The table also shares the number of students per grade level to show the breakdown of enrollment.

Number of Students Enrolled in Mandarin Immersion, Spanish TWI, and Transitional Kindergarten for 100% Online:

	Elementary School Enrollment	Middle School Enrollment	High School Enrollment	Total # of students
Mandarin Immersion	K: 1 1st: 2 2nd: 4 3rd: 8 4th: 8 5th: 2	6th: 1 7th: 1 8th: 0	9th: 1 10th: 0 11th: 0 12th: 0	28
Spanish Two Way Immersion	K: 0 1st: 4 2nd: 5 3rd: 2 4th: 3 5th: 2	6th: 6 7th: 8 8th: 4	9th: 2 10th: 4 11th: 15 12th: 3	58
Transitional Kindergarten	5	n/a	n/a	5

IEP Team Decision for Special Education Programs and Services

While general education students are being offered an opportunity to participate in online programs, the same options must be made available to students with disabilities who receive special education services through individualized education programs (IEPs). Any change in a student's IEP to an alternative program (such as Cal Prep or 100% online learning) will require an IEP meeting, with the required team members, to determine the appropriate free and appropriate public education (FAPE) offer made by the District. A parent may request enrollment in Cal Prep, and the team must discuss the services associated with that program. An IEP team may approve or decline a FAPE request to Cal Prep or the 100% online program depending upon the services the student requires to meet progress on goals. The parent has the option to receive related services, such as speech and occupational therapy, in-person or online, similar to the available options in 2020-2021.

Timeline and Next Steps

The following is the timeline of next steps after Board approval, including communication to families and employees, the redesign of the Reopening 2.0 "CUSD Going Back to School" website, and timeline for program confirmation for final staffing:

Timeline	Action
May 24, 2021	Communication to families and employees regarding final Reopening 2.0 plan programs
May 24, 2021	Reopening 2.0 "CUSD Going Back to School" website with resources, program information, and archived messages launched
May 26, 2021	Communication to families to confirm program choice for fall 2021
June 2, 2021	Deadline for families to confirm program choice for fall 2021
June 16, 2021 - June 30, 2021	Communication to families and employees regarding new CDPH guidelines for health and safety once new information is available
August 17, 2021	"CUSD Going Back to School" and students return for first day of 2021-2022 school year

FINANCIAL IMPLICATIONS

The Reopening 2.0 plan for the 2021-2022 school year will be funded by the state's AB86 grant and federal ESSER grants. The total estimated costs represented here is a portion of the total one-time funding available. The remaining one-time funds are budgeted but are not included in this plan. Additional budgeted items will be brought to the Board at a future meeting. Staff presents the following financial implications:

	Estimated Cost	Funding Source
Personal Protective Equipment/Food Service support	\$875,000	IPI Grant
Training in intervention, Professional Learning Communities, literacy, mathematics, social emotional learning, and cultural proficiency for Classified, Certificated, and Administration	\$10,249,818	IPI Grant ESSER II ESSER III ELO Grant
Release time for Professional Learning Communities and site leadership teams for data analysis, intervention planning, and collaboration	\$4,663,308	ELO Grant ESSER II ESSER III
Additional Staff and Sections for Intervention	\$17,052,000	ELO Grant ESSER II ESSER III
Materials and Resources for Intervention and Extension	\$1,408,900	ELO Grant IPI Grant ESSER II ESSER III
Technology	\$8,609,922	IPI Grant ESSER II ESSER III
Class Size Reduction	\$35,420,000	ELO Grant ESSER II ESSER III
Additional Costs to Overstaffing Option #3 due to enrollment	Overstaff will depend upon # of sections needed and individual student course requests after confirmation of registration; 1 section = approx. \$20,000	
	\$78,278,948	

STAFF RECOMMENDATION

Staff recommends approval of the Reopening 2.0 “Going Back to School” final plan that provides students with both full time, in-person learning following pre-COVID schedules and online program options, for the 2021-2022 school year.

Staff also recommends approval of the budget expenditures that support the Reopening 2.0 “Going Back to School” final plan for the 2021-2022 school year.



2021-2022 Options Grades TK-5

TRADITIONAL K-5

- Pre-Covid model of instruction
- Smaller class sizes staffed at 24-1 in K-3 and 27-1 in 4th and 5th
- Formal bell schedule
- 100% in-person instruction including specialized programs, activities, events.
- Intervention embedded in the school day
- Masks required unless CDPH guidelines change

Capistrano Home/Virtual School

- Independent Study
- No daily bell schedule
- Students may participate in activities at their resident school (i.e. Meet the Masters, Science Camp)
- Students may return to their resident CUSD school at any point if space is available. If space is unavailable, student will be placed at another CUSD Site

CAPISTRANO ONLINE

- 100% online learning
- Formal bell schedule
- Daily live instruction
- No activities will be available at resident school (i.e, Meet the Masters, Science Camp)
- Specialized programs may not be available (dual immersion)
- Students may return to their resident CUSD school at the trimester if space is available. If space is unavailable, student will be placed at another CUSD site



2021-2022 Options Grades 6-8

TRADITIONAL MIDDLE SCHOOL

- Pre-Covid model of instruction
- Smaller class sizes staffed at 30-1
- Formal bell schedule
- 100% in-person instruction including all clubs, activities, electives, arts, sports, etc.
- Extensive selection of electives such as Performing Arts, Art, Technology, ASB, and PAL
- Intervention embedded in the school day
- Masks required unless CDPH guidelines change

Capistrano Home/Virtual School

- Independent Study
- No daily bell schedule
- Activities, clubs, and electives available at resident school
- Students may return to their resident CUSD school at any point if space is available. If space is unavailable, student will be placed at another CUSD Site

CAPISTRANO ONLINE

- 100% online learning
- Formal bell schedule
- Daily live instruction
- Activities, clubs, and electives not available with resident school
- Reduced course offerings and limited electives
- Specialized programs may not be available
- Students may return to their resident CUSD school at the semester if space is available. If space is unavailable, student will be placed at another CUSD site



2021-2022 Options Grades 9-12 & ATP

TRADITIONAL HIGH SCHOOL

- Pre-Covid model of instruction and formal bell schedule
- 100% in-person instruction including all co-curriculars, clubs, activities, CTE career pathways, arts, and sports
- Extensive selection of courses such as Advanced Placement, Honors, and International Baccalaureate (at some sites)
- Intervention embedded in the school day
- Additional resources to support Language Arts and Math
- Masks required unless CDPH guidelines change

CAL PREP

- Independent Study
- No daily bell schedule
- Co-curricular available at resident school (sports, clubs, dances, performing arts)
- Students may be dual enrolled with resident school for one or two courses
- Students may return to their resident CUSD school at any point if space is available. If space is unavailable, student will be placed at another CUSD Site

CAPISTRANO ONLINE

- 100% online learning
- Formal bell schedule
- Daily live instruction
- No dual enrollment or co-curricular available with traditional high school
- Reduced course offerings and limited electives
- Specialized programs may not be available
- Students may return to their resident CUSD school at the semester if space is available. If space is unavailable, student will be placed at another CUSD site



**A Model of
Collaboration**

05.19.21

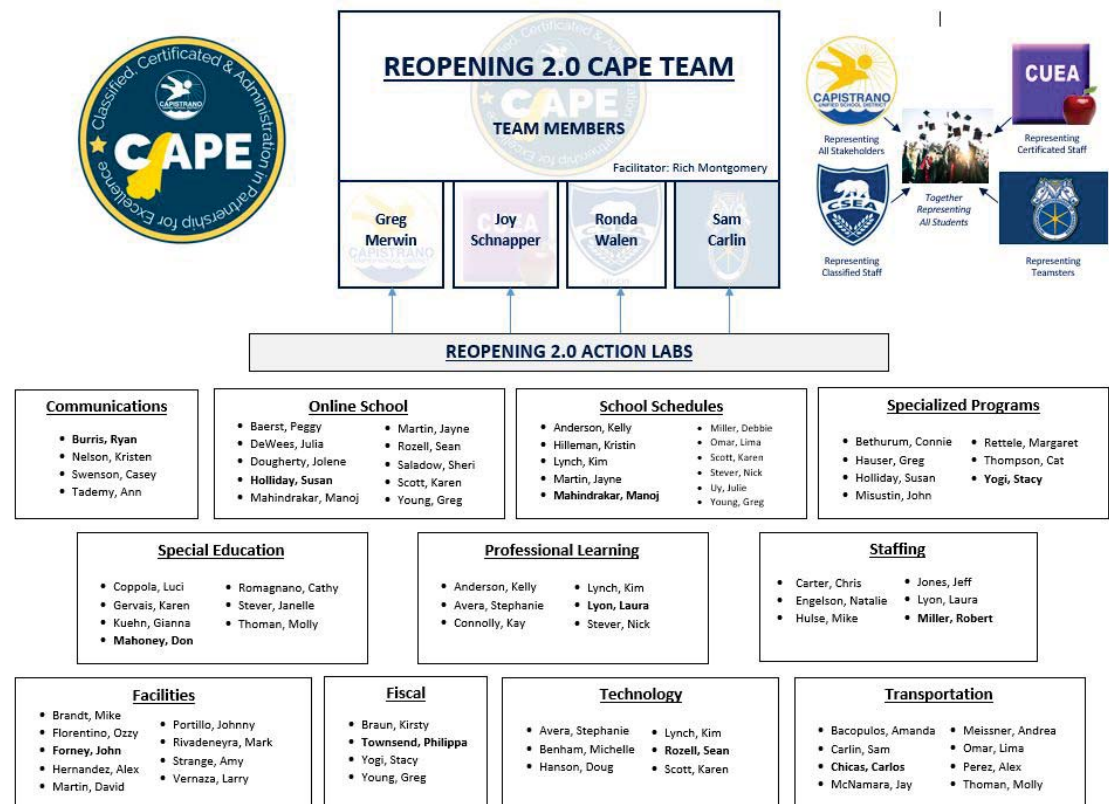
Reopening 2.0: “Going Back to School”

Final Plan to Reopen Schools for the 2021-2022 School Year

- CAPE and Action Labs
- Early Registration Data
- Final Plan for each Board Priority
- Timeline and Next Steps

CAPE and ACTION LABS

- Board Priorities Guide Decision Making
- A District Reopening CAPE team comprised of 6 members representing CUEA, CSEA, Teamsters and Management have collaboratively worked together to build this plan



* Bold indicates Action Lab Team Lead

Last Updated: 3.10.21 | Montgomery

TRUST

COLLABORATION

RESULTS

**CUSD's
Commitment
to Our
Students,
Parents,
& Staff**



EARLY REGISTRATION DATA

	# of students registered	% of students registered
Total Students Registered using Early Registration Form	15,498	
Students in Option #1: Traditional In-person School	14,572	94%
Students in Option #2: Cal Prep/Capo Virtual	95	0.6%
Students in Option #3: 100% Online Program with Daily Live Instruction following a Traditional Bell Schedule	830	5.4%

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

REOPENING 2.0 CAPE TEAM RECOMMENDATION



- K-12 traditional in-person learning following pre-COVID bell schedule following current CDPH guidelines
- Preschool and Transitional Kindergarten “in-person” learning following traditional pre-COVID bell schedule
- All special education programs and services will be provided
- Grades K-3 staffed at 24:1
- Grades 4-6 staffed at 27:1
- Grades 6-8 staffed at 30:1 and will provide PE, electives, and extracurriculars
- Grades 9-12 staffed with additional sections and will provide PE, electives, sports, performing arts, and extracurriculars
- 94% (14,572) of families registered for in-person learning for fall of 2021; if no registration was submitted, default was in-person learning

“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.”

REOPENING 2.0 CAPE TEAM RECOMMENDATION



Secondary PE

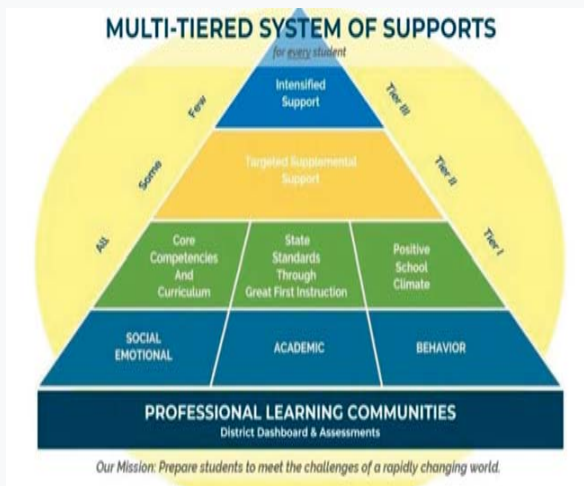


High School Drama

- On March 17, 2021, the Board of Trustees approved the reinstating of the Graduation Board Policy to 220 credits
- Provide in-person PE program at middle school and high school following current CDPH guidelines for locker room usage
- Student electives to return to middle schools and high schools based upon student feedback and interest
- Offer performing arts, sports programs, and extracurricular activities that were provided prior to COVID-19

“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.”

REOPENING 2.0 CAPE TEAM RECOMMENDATION



- All students in middle school and high school who choose in-person learning would attend five days per week on campus, following a traditional bell schedule
- Middle School grades 6-8 staffed at 30:1
- High School grades 9-12 receive additional sections
- Additional staff provided at each school for intervention and to build capacity of staff with a focus on literacy and numeracy
- Ongoing release time and support for teachers for Professional Learning Communities
- Training for teachers in intervention and in content areas of literacy and mathematics

“Provide elementary students who need additional intensive support and intervention, and who have experienced learning loss, by providing academic intervention.”

REOPENING 2.0 CAPE TEAM RECOMMENDATION



- Provide full day of classroom instruction, five days per week, with a certificated teacher for all students in grades K-5
- Grades K-3 staffed at 24:1
- Grades 4-5 staffed at 27:1
- Additional staff provided at each school for intervention and to build capacity of staff with a focus on literacy and numeracy
- Ongoing release time and support for teachers for Professional Learning Communities
- Training for teachers in intervention and in content areas of literacy and mathematics

“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.”

REOPENING 2.0 CAPE TEAM RECOMMENDATION



- 5.4% (830 students) in grades TK-12 selected 100% online program that provides daily live instruction, following a traditional bell schedule
 - TK-5: 290 students; 6-8:177 students; 9-12, ATP: 363 students
- 0.6% (95 students) selected Cal Prep/Capo Virtual
- Special education programs and services will be provided
- Some specialized programs such as Mandarin Immersion and Two Way Spanish Immersion will not be available due to low enrollment; principals will work with families to develop options
- Families would be able to exit the 100% online program and return to their home school only at designated times of the year

TIMELINE AND NEXT STEPS

Timeline	Action
May 24, 2021	Communication to families and employees regarding final Reopening 2.0 plan programs
May 24, 2021	Reopening 2.0 website with resources, program information, and archived messages launched
May 26, 2021	Communication to families to confirm program choice
June 2, 2021	Deadline for families to confirm program choice
August 17, 2021	“Going Back to School” and students return for first day of 2021-2022 school year



**A Model of
Collaboration**

Reopening 2.0: “Going Back to School” *Questions?*