

COVID-19 Operations Written Report for Capistrano Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Capistrano Unified School District	Kirsten M. Vital Superintendent	superintendent@capousd.org (949) 234-9203	6/17/2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In response to the COVID-19 pandemic and to maintain the safety of District students, families, and staff while mitigating the spread of the virus, Trustees approved temporary closure of all schools on March 13, 2020 with spring recess being moved to March 16-20, 2020. On April 15, 2020, Trustees approved to extend closures and distance learning through June 4, 2020. In order to provide all students with educational opportunities during temporary school closure, the District immediately implemented a Distance Learning Program which provided differentiated instruction and social emotional support in a remote learning environment.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Staff distributed more than 6,000 Chromebooks and 500 hotspots to ensure that all students could access the Distance Learning Program. Site and District-based Bilingual Community Services Liaisons assisted with communication to families of English learners to support technology needs.

Every site implemented a system for tracking engagement to make sure students were reporting to their classes/teachers. Every site had a system to reach out and track students who were not checking in. Each week, elementary principals reported the number of students, by grade level, who were not engaging in distance learning to plan for future intervention. Secondary principals collected student engagement data weekly by student name and implemented a system to report the data by subject area.

Staff provided supplemental support to students who are English learners and their families through a variety of methods including translations of important District and school messages in Spanish and Farsi by email and phone, contracting with a provider who conducted one-on-one tutoring for approximately 180 students in grades 2-12 through virtual instruction, and contracting with Rosetta Stone for 75 newcomer English learners in grades 8-12 to support reading, writing, and speaking English. Newcomers in grades 1-3 were added to the Imagine Learning electronic learning program bringing the total to 97 students in grades 1-8 who had access to this language support.

School counselors checked in with each foster youth student to offer support and assess their need for things such as a Chromebook, hot spot, tutoring assistance, and counseling. Since distance learning began, the number of foster youth students receiving one-on-one tutoring increased from 6 foster youth students to 13 foster youth students, tutoring hours were increased, and tutoring was provided virtually.

Following guidance issued by California education officials, and to ensure that student grades were not negatively impacted as a result of school closures and the implementation of distance learning, an emergency grading policy was approved by Trustees during the April 29 meeting. Teachers provided grades to students that reflected the “do no harm” approach intended by this emergency policy. Teachers provided grades to students as a means of offering feedback, motivating, and holding students accountable for work they completed. Students who participated in distance learning classes and completed assignments and activities will be better prepared for the next school year, and had the opportunity to raise their grade. Staff are aware that some students may need additional learning time. A summer program is being developed to further support students who need additional intervention. Additional interventions will also be implemented in the fall.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

District and site staff collaborated to develop and implement a distance learning plan that began on March 24, 2020 for all grades, from early childhood through high school and included the Adult Transition Program. As part of the distance learning program, teachers, counselors, support staff, and service providers used both online platforms and conference calls to engage and support students with their learning. Since March 16, 2020 the District has accomplished the successful distribution of chromebooks, hotspots, and delivered an incredible number of online learning opportunities. Staff trained over 2,000 teachers and staff on virtual classroom technology who have participated in over 50,000 Google Meets.

Baseline expectations for distance learning were agreed upon for the delivery of learning. The purpose was to clarify the roles of students, teachers, and families relative to distance learning, as well as the different options teachers had for content delivery. Expectations were also clarified relative to the amount of time students needed to devote to learning each day and throughout the week. Many publishers provided free access to content and staff included standards-aligned titles that benefited teachers and students. A website repository was created for teachers to help them navigate the best resources to use. Daily Google hangout meetings with content area experts were held to guide teachers in understanding what to use and how to use it during distance learning.

The Capistrano Unified Education Association (CUEA) partnered with Human Resource Services and Education Services to collaboratively identify minimum agreements and expectations for teachers to assist with consistency and clarity of distance learning across the District. The finalized Memorandum of Understanding was announced on April 24, 2020. Standards for distance learning were established in the areas of daily instruction, office hours, and 1:1 or small group support.

A survey was sent to all families in May to gather parent feedback. The survey collected input from parents on their experiences with distance learning, and their interests in fall reopening plans. A total of 24,911 responses were received. The distance learning parent survey results indicated that additional support and training is necessary to prepare for some form of online learning for next school year. Parent survey input also indicated that there is a need to create a more consistent online learning experience with schedules and predictability of work, the number of platforms need to be reduced, and teacher and student live interactions need to be increased. These results will be used to support the work in developing a reopening model that is responsive to what parents and students need.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The District's Food and Nutrition Services Department provided meal pick-up locations during school closure at 10 elementary schools and one middle school located geographically across the District. Meals were distributed two days a week that included a total of five breakfasts and five lunches for each student. Over 325,000 meals were distributed between March 16 and June 4, 2020. To follow social distancing practices, staff wore personal protective equipment and families stayed in their cars while driving up to pick up the meals. In addition, to assist families with transportation and/or health-related barriers in accessing the meal distribution sites, the Food and Nutrition, Transportation, and Education Services Departments collaborated to provide over 180 students with the meals delivered to their front door while staff followed social distancing practices.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

The District collaborated with the YMCA of Orange County to offer fee-based (sliding scale) full-day (6:45am-6:00pm) childcare at 10 school sites. Due to low enrollment, the YMCA reduced the number of sites to seven, however, they are possibly adding additional sites for the summer if there is enough parent interest.

The District also compiled a list of child care resources and shared the information in English and Spanish with parents. The child care resources included the local community care licensing website and hotline and a searchable database of open childcare centers and family child care homes. Resources also included information about subsidized emergency child care for essential workers and at-risk populations as well as virtual and early childhood information and resources.