

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange Unified School District	Dr. Gunn Marie Hansen Superintendent	superintendent@orangeusd.org (714) 628-4487

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Orange Unified School District (OUSD) is an urban district in Orange County with a PK-12 student population of 27,717. We have 41 educational sites and serve a student population that is 56.3% Hispanic, 26.8% White, 9.2% Asian, 4.8% Other, 1.7% Filipino, and 1.2% African-American. 21.7% of our students are English Language Learners, 48.2% are eligible for free and reduced lunch, and 11.2% are students with disabilities. Our unduplicated students represent 52.01% of our population. Since spring, our community has grappled with changing guidance related to whether or not businesses can open, continual alterations in health and safety protocols, illness, and loss of life due to COVID-19. The fluid nature of the pandemic, variety of policy responses, sometimes conflicting information that has been reported, and the emotional toll of isolation and uncertainty has left the OUSD community polarized in their viewpoints and opinions about how schools should operate for the 2020-21 school year. Because of these varying beliefs, our district planned to reopen schools with various learning model options for families to choose from. In late summer 2020, Orange County was placed on California's Coronavirus Monitoring List due to elevated disease transmission in our area. Under guidance from Governor Newsom, schools in our county cannot reopen for on-campus learning until it has been removed from the monitoring list for fourteen consecutive days. Under the guidance of the Orange County Department of Health and the Orange County Department of Education, the Orange Unified School District closed its schools and transitioned to remote instruction on March 13, 2020. In-person instruction was discontinued, and all instruction was delivered through a distance learning model in which students participated in activities at home, with a variety of synchronous and asynchronous teaching and supports. Laptops were distributed to students and attempts were made to provide internet access to needy families via hotspots. Teachers were provided ongoing professional development primarily on various on-line platforms in an attempt to engage students virtually. OUSD continued to provide meals to students via a "grab and go" model at locations throughout the district. District level staff met regularly with site administration via video conferencing to address distance learning and begin discussions on opening of school for 2020-21. Plans were developed and carried out to provide virtual graduations and drive-through promotion ceremonies for our students.

The closure of all OUSD schools impacted the physical, social emotional and educational needs of our students and families. Families of essential workers struggle with child care; others deal with the loss of employment as businesses are shut down indefinitely. The ability to pay for housing has become difficult for some families in the community, resulting in an increase in mobility as many are forced to cohabitate

or move outside of Orange County. Food banks serving the community are experiencing an increase in the number of families in need of food and hygiene essentials. The social isolation at home and lack of in-person interactions has been difficult for students and families. Also, remote learning increases the amount of screen time that students face, which elevates stress for some students and decreases their activity level. Understanding how technology works in the distance learning model is also a challenge. Families with more than one child working from home, especially those utilizing a hotspot, experience a strain on their wifi. Using Google Classroom, Google Meet, live sessions and videos requires increased band width, which adds to the frustration in many homes. Students have also been impacted by the physical separation from services and support systems that are typically provided in-person at school. These include many services for English Learners, and Students with Disabilities. Foster Youth living in a group home are experiencing extreme hardship during the pandemic. These homes often lack adequate internet and are not set up for residents to access distance learning on such a large scale. Space is limited and the communal environment leads to increased noise. School and Community Services (SCS) has purchased headphones to support these students in distance learning. SCS visits group homes occasionally to inquire about students not attending on line classes. Where transportation was not available, SCS delivered computers, hotspots and supplies to area homes, motels and shelters to support McKinney Vento families.

A Reimagining School Committee was formed, consisting of administrators, teachers and classified personnel, to develop a continuum of options for re-opening schools in 2020-21. In developing the Learning Continuity and Attendance Plan, OUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. Because we recognize the fluctuating nature of the pandemic, all of our learning models will meet the needs of all students in an attempt to mitigate learning loss. The goal of OUSD during this time is to assure that all students are given an equal opportunity to learn.

Distance Learning has changed curriculum pacing, traditional methods of instruction, assessments of student learning and grading practices. The challenges of distance learning, including the amount of support received at home, prompted OUSD to adjust grading practices for the end of year report card. Educational Services and OUEA Leadership worked collaboratively and diligently in the development of an Interim OUSD Grading Protocol that fostered our District Core Values of Equity, Integrity, Respect and Excellence. The grading protocol was formulated based on the following criteria:

- *All Orange County districts made a commitment to foster and implement an interim grading protocol that ensures a lens of equity and focuses on the primary goal of doing no harm to students.

- *It aligned with the Grading Recommendations released by the California Department of Education.

- *Grounded in culturally relevant teaching and learning research.

Without in-person instruction, assessment data to demonstrate progress was difficult to ascertain. Distance learning at the conclusion of the 2019-20 school year did not mirror the traditional classroom experience. Screen time was increased and consequently, the activity and connectivity level of students declined. During this time, OUSD began to strategize how distance learning could be improved should the 2020-21 school year not start in person.

The first announcement to families was sent on July 17, 2020, from Governor Gavin Newsom stating that schools would not open for in person instruction prior to being removed from the State watch list. The Orange Unified Board of Education approved the 2020-2021 Safety & Health-Driven School Reopening Plan on July 23, 2020. This comprehensive document, based on public health guidelines, includes information on what families can expect as schools reopen. Safety considerations, cleaning procedures and proposed schedules for elementary, middle and high school students are included. On July 24, 2020, Dr. Gunn Marie Hansen, Superintendent, announced plans to

start the 2020-21 school year in distance learning and to continue indefinitely based on status of the Orange County watch list for return to in-person learning. She indicated that instruction would pivot to modified in-seat instruction (phase 2) and normal operations (phase 3) based on local, county and state health department as well as Cal-OSHA guidelines. During each phase, parents will have the option to continue with distance learning for the remainder of the school year or return to campus.

The District's decision to open the school year with Distance Learning was also made in collaboration with the Orange County Health Care Agency and under the guidances of the California Department of Public Health and California Department of Education with the adherence to all the mandates of Senate Bill 98 that was signed into law on June 29, 2020. The robust distance learning program offered to students for the start of the 2020-2021 school year will differ from the emergency distance learning program offered at the end of last school year and will align with SB 98, which clearly articulates expectations for remote/online learning. These expectations include: Access for pupils connectivity and devices to participate in learning and to complete assignments; Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring and maintaining school connectedness; Content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction; Supports to address the needs of pupils who are not performing at grade level, or need support in other areas; Implementation of appropriate accommodations and specialized instruction necessary for students with exceptional needs to access services listed in their individualized education program in a remote/online learning environment; and Designated and integrated English language development for English learners.

Returning to in-person instruction under Phase 2 Instructional model or Traditional Learning model Phase 3 will take place when conditions allow. OUSD will continue to monitor trends related to COVID-19 (number of cases, impact on hospitals, lagging statistics related to confirmed cases and access to medical interventions) and work closely with the Orange County Health Care Agency and state officials on what criteria should be considered when re-opening our schools to students and families. When a decision is made to return to school, ample time will be provided so that students, staff and families will be prepared for the transition. Regular and timely communication from the District on return to school plans are posted on the OUSD website at www.orangeusd.org, newsletters sent home via email and posted on all social media outlets.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

As part of our stakeholder process that is helping us prepare this Learning Continuity and Attendance Plan, the Reimagining Schools Task Force was convened in Spring to establish what will be essential to consider as options when school resumed in August. In addition, during our spring emergency distance learning time, we posted a link for questions and input about school closure and distance learning. Orange Unified School District is fortunate to have an engaged community that has provided questions, feedback and input since our transition to distance learning on March 13, 2020. In order to inform this plan, we have used community input to design instruction that will address

learning loss and accelerate progress for pupils as we start the 2020-21 school year. Outreach has been conducted to inform and elicit feedback from stakeholders through public communication methods, including emails, website, social media, videos, surveys, parent advisory groups, and public hearings. The district distributed four surveys to our parents/guardians during Spring and Summer to ascertain information on the quality of our distance learning instruction and return to school model preferences. Students and staff were also surveyed to glean information on their distance learning experiences as well as their input on school re-opening. We updated our web page to include frequently asked questions and resources that could assist our community in both English and Spanish.

The following describes the four parent/guardian surveys:

Survey 1 (administered April 28, 2020): Purpose - receive feedback on district, school, & teacher communication, distance learning classroom support, academic and social emotional resource availability, and an option for parents to provide any other feedback.
Dissemination - Each principal sent the link to the survey to their parents, regular reminders through the Superintendent's newsletter, website, and social media

Survey 2 (administered May 22, 2020): Purpose - input on preparation for the 20-21 school year. Specifically, parents provided input on school safety resources, learning environment choices, scheduling, and aspects of remote learning.
Dissemination - Superintendent's newsletter, website, and social media

Survey 3 (Administered June 3, 2020): Purpose - identify parents' desire for their child's learning environment for the 20-21 school year.
Dissemination - School Messenger, all parents received a phone survey and email survey generated through our Student Information System

Survey 4 (June 25, 2020): Purpose - same as Survey 3
Dissemination - sent to all email addresses affiliated with each child in the Student Information System, reminders sent every three days to emails that had not completed the survey

All surveys were provided in English and Spanish to parents/guardians.

A staff survey was administered on May 22, 2020. The purpose was to solicit feedback on training, student engagement, instruction, ability to meet students' needs, support provided, and strengths and struggles during distance learning from the 2019-20 school year. Staff was asked to add feedback on returning the 2020-21 school year regarding returning to classroom instruction, safety measures, child care needs, and distance learning. This survey was disseminated to all certificated staff via OUSD email.

A student survey was administered on May 18, 2020. The purpose was to receive feedback on distance learning, schoolwork, home support, and an option for students to comment on additional needs.
Dissemination - the link to the survey appeared on their Student Dashboard and was also sent to their school email

The Reimagining Schools committee was comprised of approximately 40 members that met in April, May and June of 2020 to discuss and analyze the survey data in order to make recommendations for the OUSD 2020-2021 Safety & Health-Driven School Reopening Plan. Their

recommendations were then further reflected on by the Educational Services Leadership team and a final presentation was made to the Board of Education on July 23rd, 2020.

Input for the Learning Continuity and Attendance Plan (LCP) (Draft) was collected by the following committees/groups:

8/07/20	Leadership
8/10/20	Educational Services division
8/11/20	Principals
8/21/20	Title I Principals
8/26/20	District Advisory Committee
8/27/20	DELAC (District English Learners Advisory Committee)
9/10/20	Public Hearing scheduled for Learning Continuity and Attendance Plan during OUSD Board Meeting
9/24/20	Proposed adoption of Learning Continuity and Attendance Plan during OUSD Board Meeting

[A description of the options provided for remote participation in public meetings and public hearings.]

The Orange Unified School District Board of Education continues to hold remote meetings to conduct essential business during the COVID-19 pandemic, in accordance with Governor Newsom's Executive Order banning public gatherings. Public participation in the meetings is virtual through Microsoft Teams. The Board continues to value and encourage members of the community to make public comments during its meetings. Community members who wish to comment during the Board meeting on agenda, non-agenda or closed session items will find a Public Comment Form on www.orangeusd.org. Spanish interpretation is provided through a call in system for our Spanish speaking families at every Board meeting. Board meetings are aired on cable television in Orange on the Friday, Saturday and Sunday following the meeting.

Three days prior to the public hearing meeting on September 10, 2020, and the potential Board adoption meeting on September 24, 2020, hard copies of the Draft OUSD Learning Continuity and Attendance Plan were made available for viewing purposes at the subsequent locations as well as posted electronically on the webpage at www.orangeusd.org. In order to reach families who may not have internet, we sent a telephone voice message to all families for information on how to provide input. The Draft OUSD Learning Continuity and Attendance Plan was available in hard copy at the District office 1401 N. Handy Street, Orange, Ca 92867 beginning on September 7, 2020 in anticipation for the September 10, 2020 Public Hearing and on the district website. There were also forms for stakeholder input at the district office to gather additional public input. A draft of the Learning Continuity and Attendance Plan was available on the OUSD website for additional public comments until the Board meeting on September 24th where our plan should be adopted.

The final adopted Learning Continuity and Attendance Plan will be translated and available to families at www.orangeusd.org whose home language is Spanish pursuant to the legal requirement of translating documents in the language represented by at least 15%. In OUSD, Spanish meets the requirement of 15%, however schools and the district have access to multiple languages and can provide meaningful access to the Learning Continuity and Attendance Plan.

[A summary of the feedback provided by specific stakeholder groups.]

Parents, students and staff were asked to complete a survey for the period of March 13, 2020 through the end of the 2019-2020 school year to provide feedback on the distance learning process to guide in the planning for the 2020-2021 school year. This was the first of four parent surveys that would go out to help gather information in the event that 2020-21 would start with distance learning. The results of the first survey are as follows:

There were 4,724 responses to the first parent survey. Regarding communication efforts, 93% of parents surveyed agreed that the district provides regular communication in the preferred language and 92% agree the school provides regular communication. 85% of parents responded that the school is providing parents with resources to support their child's academic learning with 75% agreeing that social emotional resources are provided. Classroom Support (only elementary data used for these figures due to secondary question asked by class) indicated that 85% of parents agree that students understand the distance learning expectations, 81% agree their students regularly connected with the teacher, 89% agree they have the necessary tools and 81% agree the students have appropriate support.

From these initial surveys, OUSD identified engaging in learning and connecting with the teacher as the greatest areas of need moving forward with distance learning for the start of the 2020-21 school year.

The second, third and fourth surveys addressed factors necessary to re-open schools, preferences for learning scenarios (remote, hybrid, traditional), and priorities for such things as synchronous instruction, flexibility, and collaborative opportunities for students. These surveys were sent out during the summer of 2020.

There were 8,915 responses to Survey 2. Parents were asked to identify each of the three proposed models as preferred, neutral, or opposed. 71% of parents preferred a traditional school model, 39% preferred a hybrid, and 23% preferred remote learning. Multiple measures schools that can take to address social distancing and safety precautions were addressed. 90% found enhanced cleaning important, 87% indicated regular hand washing important and 61% responded that limiting classroom seating to maintain social distancing was important. 57% found staggered recess and lunch times to reduce crowding important, and 51% responded that staggered drop-off and pick-up times to reduce crowding was important. Parents were asked the importance of various aspects of distance learning. 90% found frequent feedback important. 83% found live/synchronous meetings or lessons with teachers and staff important, 78% identified flexibility with schedule and 79% identified asynchronous learning assignments as important. 75% identified established synchronous "office hours" with teachers and staff as an important component of distance learning. 68% identified online discussions as important and 46% identified group, collaborative projects as important.

The third survey generated 8,401 responses. 73% of the families stated they wanted their student to physically attend school. 27% stated they would rather attend school virtually.

The fourth survey generated the greatest response with 11,020 responses. Data was further disaggregated with this survey to look at school types and student groups. Parents were asked to identify each of the three proposed models as preferred, neutral, or opposed. 67% of parents preferred a traditional school model (similar across school types), 45% preferred a hybrid (51% at the middle schools, 53% at the Title I high school), and 29% preferred remote learning (40% at Title elementary schools, 46% at Title I middle schools, 42% of English Learners). Multiple measures schools can take to address social distancing and safety precautions were addressed. 93% found enhanced

cleaning important, 91% found regularly scheduled hand washing important, 74% found limiting classroom seating to maintain social distancing important, 69% found staggered recess and lunch times to reduce crowding important, and 64% found staggered drop-off and pick-up times to reduce crowding important. (All Title I and English Learner percentages exceeded the totals above.) Parents were asked the importance of various aspects of distance learning. 91% found frequent feedback important. 83% found live/synchronous meetings or lessons with teachers and staff important, 81% (All Title I schools and English Learners were 86% or higher) identified flexibility with schedule and asynchronous learning assignments as important.

For the Student Survey, we did not receive as robust of a response as we did on the Parent Survey. Most likely, the students that responded are highly involved in their learning process. Of the 1,899 responses, 90% of elementary students understood the assignments and 90% had all the necessary tools required to complete assignments. 87% of the students reported that they completed their assigned work, 77% stated they received feedback from the teacher and 86% who responded have somebody at home to help them. For secondary English students, 75% understood the assignments, 74% stated the teacher provided enough instruction and 77% had their questions answered by the teacher. 81% indicated that they had all the tools necessary to complete assignments, 71% completed the assigned work and 60% received feedback on their work. 95% of their teachers provided live meetings with 82% attending. In the live sessions, the students reported 92% of teachers provided instruction and 95% answered questions. 86% of students enjoyed this interaction.

There were 999 responses to the Staff Survey. 81% of staff identified they had adequate tools and training for distance learning. 89% provided live meetings for their class, but only 64% identified their students regularly engaged in distance learning.. 45% were able to meet the needs of students who need the most academic support. 89% felt they received support to resolve their challenges and 90% interacted regularly with their colleagues during distance learning. 56% of teachers prefer students to return to school, 51% prefer a hybrid model, and 23% prefer distance learning only. (These do not add to 100% because the options were presented individually.) 31% of staff identified limiting class seating as the most important measure to feel safe in returning to work.

Stakeholders at the District Advisory Committee (DAC) meeting asked about additional supports that teachers need for distance learning. There were also questions regarding addressing the needs of students with disabilities. Parents wanted to be sure that students with disabilities are included in the Learning Continuity and Attendance Plan. At the District English Learner Advisory Committee (DELAC) meeting, there was a question about the continued availability of hotspots for students in need of internet access. Parents inquired about the schedules for in person learning at the elementary and secondary levels. District administration was able to answer all of the questions from the stakeholders at both DAC and DELAC. There were no comments specifically for the Superintendent.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The stakeholder engagement process, described previously, influenced the development of the Learning Continuity and Attendance Plan in multiple ways. The engagement process to determine how Orange Unified School District will ensure learning and engagement in the new school year began in May and has continued through the beginning of the school year. It included the Reimagining Schools Committee, four parent surveys, a student survey and a staff survey. The engagement process included District Advisory Committee (DAC) meetings, District English Language Advisory Committee (DELAC) meetings, Educational Service Division meetings, Principals' meetings and multiple

opportunities/formats/venues for stakeholder input on the draft Learning Continuity and Attendance Plan, prior to the public hearing and the adoption of the plan. Stakeholders with no internet access could participate in meetings via the call in feature on Microsoft Teams.

The In-Person offerings section of this plan was influenced by the recommendation to prioritize health and safety, instructional minutes and schedules, hybrid instructional learning models (SLICE), professional development and capacity training for staff and parents, supports for special education students and English Learners, Mental Health and Wellness Supports, Multi Tiered System of Supports, options for families for learning models (remote, hybrid, traditional) and intervention and supports for students. Continue to enhance cleaning at the school sites, acquire additional hand washing stations and schedule regular hand washing routines, limit the number of students in the classroom to maintain physical distancing, schedule staggered drop-off, pick-up, recess, and lunch to reduce crowding were all important factors expressed by stakeholders.

The Distance Learning Program section of this plan was influenced by recommendations to ensure that all students have a device, access to internet, ways to identify learning gaps; professional development for teachers, administrators, and staff; access to supplemental digital resources; collaboration and planning time; attention to student groups with identified learning gaps such as students with exceptional needs, English Learners, Low Income, Homeless and Foster Youth; Wellness and Mental Health supports; Multi Tiered System of Support (MTSS); Positive Behavior Intervention and Support; Restorative Practices; intervention programs and student progress monitoring. Providing parents and students with clear expectations of distance learning, daily live classroom interaction between teachers and students/students and students, ensuring each student has the necessary materials to access lessons and complete assignments, providing appropriate supports to all students to participate in lessons and complete assignments are important to stakeholders. Teachers will provide frequent feedback to students and parents on progress and provide asynchronous lessons to allow for flexibility. Communication with families and parent and family engagement opportunities to support at home learning with their child remained a priority for stakeholders. The OUSD Board of Education encouraged extensive parent resources to provide parents with increased capacity to support their child's academic learning and emotional well being. Supporting staff to ensure teachers have adequate tools for distance learning, providing differentiated training based on teacher need and feedback, provide tools and training for live instruction including how to meet the needs of English Learners, students with special needs, and those who need the most academic support due to learning loss was prevalent in the stakeholder feedback.

The Supports for Pupils with Unique Needs section was influenced by the stakeholder input (surveys, meetings, etc.) from staff, parents, community members on how to assist students with exceptional needs, English learners, foster care students and students experiencing homelessness. These considerations addressed their academic needs, social-emotional needs and well-being, case management services, professional development for staff, teachers, administrators, family workshops and resources to support students, and supplemental programs to support remediation of learning gaps.

The Pupil Learning Loss section was influenced by stakeholder input on how to identify learning loss and help teachers plan for synchronous, as well as, asynchronous intervention. iReady and Lexia will support students with learning gaps along with other Multi Tiered Systems of Support (MTSS) tools. Additionally, stakeholders identified that students with exceptional needs, English Learners, Foster Youth and students experiencing homelessness will need extra support and monitoring, both academically and emotionally, to ensure learning loss is remediated.

The Mental Health and Social and Emotional Well-Being section was influenced by overwhelming and consistent stakeholder input that the emotional health of students may be impacted by the impacts of the COVID-19 pandemic. Students are particularly vulnerable to the effects of the physical, mental, health and financial constraints during a pandemic. Often, these needs are identified through in-person interaction during regular school hours. Stakeholders encouraged a Social-Emotional Curriculum aligned to Tiered interventions to support student needs.

The Pupil and Family Engagement and Outreach section was influenced by stakeholders who expressed the need to increase efforts to connect with students and families who may not be engaging with their teachers. Many families in OUSD are experiencing changes and challenges that affect their ability to support learning at home and financial hardships that impact basic needs. Maintaining school nutrition programs to support students' access to nutritionally sound meals when participating in both in-person and distance learning models was a major consideration for stakeholders. Our community voiced the desire for continued communication via emails, Superintendent newsletter and social media as extremely important as they are navigating the impacts of COVID 19.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Orange Unified School District will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended fashion as soon it is safe for staff and students to return. Students with underlying health concerns and/or students who may not be ready to return to in-person learning will be provided with an option to continue distance learning. Distance learning utilizes the standards aligned adopted curriculum which will make transition easily from online learning to in-person learning when it is safe to return. In order to maximize the in-person instructional program for all students but in particular, the students who have experienced significant learning loss during the school closures, and still adhere to all of the many safe requirements such as social distancing, mask wearing, and disinfecting protocols, OUSD has developed an in-person instructional model (phase 2) which includes the following aspects.

Elementary classes will offer families choices of three options pending space availability: full day (option 1), half day (option 2) or continue distance learning (option 3). All options are five days a week. Master schedules will include staggered recess, and lunch times and instructional blocks for daily student in person classroom-based learning with a certificated teacher with a potential of additional support from our trained instructional support staff to maintain small cohorts of students within classrooms spaces. Students that are in option 2 are provided asynchronous tasks which will extend their in-person learning to be completed at home or in an after school program in order to

fulfill the minimum daily instructional minutes. Schedules prioritize English Language Arts/English Language Development and Mathematics and include wellness and time for peer to peer collaboration.

For secondary, the number of days attended per week for middle school and high school students will depend on how many families choose to return to in-person instruction. 4 SLICE and 3 SLICE Blocks will allow students to have more frequent interactions with the secondary teachers (with fewer transitions). Trimesters (middle school) and quarters (high school) will be split in half, with students taking half their course load at a time. Schedules have been developed to maximize student in-seat time while minimizing student transitions (schedules have been Board approved and are projected to be utilized throughout the district). This will give the ability to pivot back to a normal school day once we enter phase 3. English Language Development support is offered throughout the day. Secondary students are given the opportunity to have virtual tutoring 24 hours per day through a tutoring service. Support staff district wide will be focused on students who have experienced significant learning loss.

In order to address the needs of our students that may be experiencing trauma based on the COVID-19 pandemic, we have new social-emotional learning (SEL) curriculum that is provided to all teachers to integrate into their lessons easily digitally. We will continue to implement Positive Behavior Intervention and Support (PBIS) strategies, and provide tiered mental health supports to our students that our counselors have designed for use at every site.

Ongoing professional development will be provided to all teachers, para-educators and administrators intended to close learning gaps as well as address social-emotional needs of our students. We are also partnering this entire school year with an educational consultant organization that is leading the training for all our instructional staff on how to provide geographically neutral programs so whether we are online or in-person, our instructional programs and delivery remain consistent and of high caliber.

Instructional coaches and Teachers on Special Assignment will support teachers in short and long term lesson planning throughout the year.

Stakeholder recommendations, in conjunction with the guidelines from county and state health authorities, have been synthesized to develop comprehensive COVID-19 protocols that include physical distancing markers, student desks 6 foot apart, signage, personal protective equipment including face masks, shields, gloves (as appropriate for staff and students), hand washing stations, hand-sanitizers, protocols for possible COVID-19 exposure and confirmed cases for students, staff and visitors, safe and secure quarantine areas for students and staff at all sites, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between AM and PM instructional cohorts, classrooms have been redesigning layouts to accommodate physical distancing, no gathering permitted where physical distancing cannot be maintained, deep cleaning nightly and ongoing revision to health protocols as directed by county and state health authorities.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional learning opportunities for teachers, administrators and para professionals plus ongoing consultation support to improve overall student outcomes and to ensure equity in our instructional programs and delivery. (Extra earnings, consultant fees, supplies for professional learning)	\$ 358,000	Yes

Description	Total Funds	Contributing
Personal Protective Equipment (masks, gloves, face shields, gowns) /Safety Barriers/Disinfecting supplies and equipment	\$1,993,587	No
Custodial Extra Earnings for deep cleaning	\$ 10,000	No
Instructional Supplies to support in-person physically distant learning	\$100,000	No
Extra earnings for additional instructional support staff	\$175,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Orange Unified School District will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction as soon it is safe for students to physically return to school. The continuity of a high quality instructional program and delivery model is critically important to all OUSD stakeholders. In keeping with the practices put in place with the implementation of our adopted curriculum and Multi-Tiered System of Supports (MTSS), the district will continue providing the highest quality instruction and supports for all students, including our at promise students, English Learners, Low Income, Foster Youth, homeless, and students with disabilities. In order to ensure pupils have access to a full rigorous curriculum regardless of the method of delivery, the district has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction in the future.

All distance learning will utilize our core standards aligned adopted materials. This way, students will be utilizing the same core curriculum if transition between in-person and distance learning is necessary. Students will be receiving daily live instruction and interaction as a support whether it is in-person or through distance learning. We have also purchased for our students personalized tutoring support to improve student achievement. Through this web-based program, students can receive instant help on their class assignments from educators. Written work is also reviewed and annotated by an educator to give students rapid writing feedback. This program will support the success of our students with their standards-based curriculum. Special education students will also have access to a web based program. This program offers personalized learning, individualized guidance, and real-time analytics to meet the needs of each unique learner.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district has purchased 15,200 devices to deploy and replace any aging devices in the hands of students. Of those, about 450 devices were ordered so that our paraeducators and instructional support staff can support students online. In addition to 1,200 already acquired hot spots, Technology Services was able to acquire 1,300 more hotspots that are available for student use and can be distributed to the students based on need. There is no anticipated backorders of hotspots so if we need more, they can be ordered and deployed quickly. Headsets with microphones will be provided to teachers with quality audio and provide remote students with clear articulation of directions and instructions. Technology Services will try to split support the best it can in order to continue providing the community support line and determined in person support days, while continuing to be at school sites throughout the week to support staff and administration. School site based personnel teams have also set up support centers for their families to get technical support at their home school. In addition, our Technology Services team put in hundreds of additional hours, setting up devices for distribution for the new school year. For some of our families challenged with transportation or mobility, our own transportation department was able to deliver devices to the families as well as individual staff members delivering devices to the homes of our families. For our Foster Youth students, our Coordinator in Student Community Service ensured that they were provided priority to devices as well as hot spots during distance learning due to their unique living circumstances.

Orange Unified has invested in multiple platforms to provide the most appropriate system of communication during distance learning. Microsoft Teams is available to administrative and instructional staff not only for videoconferencing but also provides a secure telephonic line to be used to contact families when staff is working remotely. Google Meet Enterprise Solution is available so teachers can record and pull in calls from outside the district if needed. These platforms foster communication and connections with families for instruction and support. Although they were added to support distance learning, they will continue to be invaluable tools when in-person learning resumes.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Synchronous and asynchronous participation in online activities will be measured by attendance marks daily which began August 19th, the first day of the 2020-21 school year. Beginning August 31st, a weekly engagement record will be completed for each student. Teachers will ensure the synchronous activities and time value of asynchronous work meets the minimum instructional minutes defined in Senate Bill 98.

A majority of the instructional minutes will be delivered synchronously. Gradebook will be used to keep track of assignments and assessments. Because home/school communication is critical, a contact log of individual student/parent meetings will be maintained. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact between teachers and students or parents/guardians. Student attendance and engagement will be tracked and measured via Aeries, the district's student database system. A pupil who does not participate in distance learning on a school day will be marked absent for that school day.

The Classlink MyOUSD Dashboard software continues to gather metrics on student login and participation on OUSD core digital curriculum and resources. Most teachers are using Google Classroom, Powerschool or SeeSaw as their learning platform. Regular feedback and formative assessment will take place during synchronous instructional minutes and live contact. Students' participation is monitored through the engagement log (mentioned above). During distance learning, it is important that students continue to contribute to discussions and answer questions just as they would in the traditional class setting. This helps teachers check for understanding before moving on to new content. Teachers determine the appropriate amount of time to complete assignments based on professional knowledge. The timing may differ for students based on individual needs.

In March 2020, the Special Education department implemented the use of logs to be completed by all general education teachers and special education teachers to capture student participation and progress. The Special Education department continues to utilize progress monitoring and participation measures for students with disabilities. Progress is reported out on students' individualized goals and they utilize AERIES Gradebook which also sends out updates to parents about student progress regularly.

Expanded learning through ASES (After School Education and Safety) which is grant funded, will continue to support pupils via distance learning. Students will check in regularly and attendance will be monitored. ASES partners will engage via Microsoft Teams to provide synchronous interactions to support academics and enrichment. Asynchronous learning will be used for nutrition and physical activities. Social media, Youtube and other platforms will be utilized to allow students to engage with their ASES providers at flexible times throughout the week. OUSD CARES (Centers for After School Recreation Enrichment and Safety) continues to operate during distance learning with Distance Learning Camps for students whose parents are essential workers. Our CARES staff supervise and assist students with distance learning while complying with all health department guidelines for distancing and sanitizing.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development will occur on an on-going basis throughout the school year. We provide both asynchronous and synchronous opportunities for professional learning. Asynchronous options can be viewed 24 hours a day at a time convenient for staff and are housed on our OUSD website. Professional learning for staff will be provided through live webinars, recorded sessions, and self-paced learning modules. Those asynchronous sessions include but are not limited to health and safety guidelines, social emotional learning, Google Classroom, Seesaw, Nearpod, Screencastify, Google Meets, and Microsoft Teams. The Coordinator of Education Technology has been providing professional development in the area of digital citizenship, an area more important than ever during distance learning. All

certificated staff received professional development on two pre-service days to support distance learning. Staff were able to choose from a variety of sessions to meet their individual needs. Continuous synchronous options occur on varying days and times for teachers, classified staff and administrators provided by our experts on staff or in partnership with other educational organizations. The professional development plan is fluid, as needs change continuously.

All of our Instructional Specialists and Teachers on Special Assignment (TOSA) which are content experts, support teachers with core curriculum and CTE programs in pedagogy, classroom management and online implementation of curriculum in their content areas.

Professional development for expanded learning staff (CARES and ASES) on platforms for synchronous learning, i.e., Google Classroom, engaging students during distance learning, and social emotional well being of students during distance learning is provided by the Teacher on Special Assignment (TOSA) for Student and Family Engagement or our CARES Supervisors. It is critical that both ASES and CARES staff be trained on the same platforms to ensure continuity of instruction for our students.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

OUSD has prepared to return to school in a variety of learning models, including Distance, Phase 1 and 2 Blended and Traditional, and offers 100% virtual option through the EDGE Academy. Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. OUSD will open schools with a distance learning model with administrators, certificated and classified support staff at the school and district office offering services and supports online, which requires an adjustment in how connections are made, while maintaining consistent academic, behavior and social emotional support as is provided in a traditional model. This includes staff members who provide outreach to families. In order to ensure the safety of all staff, with many staff working from their work site, health and safety measures have been established and are being implemented such as plexiglass, signage for social distancing and continual cleaning of high traffic areas throughout the day. A variety of staff will support the implementation of these safety measures by conducting health screenings, taking temperatures, supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate training and personal protective equipment (PPE) will be provided to all employees.

Certificated staff, including but not limited to teachers, counselors, Instructional Specialists and TOSAS, shall deliver curriculum remotely, and will be required to perform daily cleaning and disinfecting that falls within the scope of the normal duties in our bargaining unit.

Additional duties for classified staff shall be as assigned and include but not be limited to the following:

Building/Grounds Maintenance: Installation and maintenance of COVID-19 related fixtures on work sites. May be asked to perform additional maintenance (with proper training) on HVAC system i.e changing all air filters at higher intervals on all buildings.

Attendance/Health Clerk: May be asked to enter data related to COVID-19; may be asked to contact parents regarding the health status of their students, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations. Monitor students in isolation rooms. Participate as needed in daily health screenings and/or temperature

checks; communication with parents about the current health of their student(s) who are on campus; create and maintain database of students/staff with underlying health conditions for notification of any cohort/school closure; may be asked to contact parents regarding health of their student, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations (health clerk will not be asked to perform any nursing duties); Assisting classroom teachers with maintenance of weekly engagement logs by running reports.

Registrar/Clerk: May be asked to enter data related to COVID-19; may be asked to make changes in the master schedule if current classes for scheduling are divided into smaller sections for cohorts; changes to the master schedule will be required to be adjusted as the school year evolves; may be asked to contact parents/guardians about picking up their student who is exhibiting symptoms of COVID-19. Assisting classroom teachers with maintenance of weekly engagement logs by running reports.

Office Manager: May be asked to enter data related to COVID-19; may be asked to make changes in the master schedule if current classes for scheduling are divided into smaller sections for cohorts; changes to the master schedule will be required to be adjusted as the school year evolves; may be asked to contact parents/guardians about picking up their student who is exhibiting symptoms of COVID-19. Assisting classroom teachers with maintenance of weekly engagement logs by running reports.

Nutrition Services Worker: May be asked to designate delivery instructions for boxed meals being sent to classrooms; May be asked to deliver meals to classrooms; actively model and support all required public health measures; ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials.

Noon Supervisors: Assisted in material distribution and registration; support packaging of instructional materials for distribution, may be asked to help wipe down and disinfect tables and surfaces to maintain cleanliness; will be monitoring physical distancing among students during lunch hours; may be delivering lunches to classrooms to avoid students congregating waiting for lunch.

Custodian: May be asked to perform additional deep cleaning tasks associated with COVID-19 prevention, including but not limited to sanitizing sprayer (provided equipment and instruction are provided) as well as increased frequency of cleaning high traffic areas.

Instructional Assistant Special Ed: May be asked to help wipe down and disinfect classrooms on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Monitor students in isolation rooms. Assist in on-line instruction including real-time meetings with students via interactive technologies using district provided technology, including computer and camera, and internet as needed.

Library Media Assistant: May be asked to deliver books from library to classrooms; sanitize books before being sent out, and after being returned to the library, including tracking decontamination waiting periods for various library media. Design a virtual learning environment to showcase literacy and encourage reading for pleasure. Provide library instruction in classrooms and to distance learning students, including via interactive technology. Provide other instructional assistance in the classrooms as needed.

Bus Drivers: Actively model and support all required public health measures; ensure adequate space for physical distancing at bus stops and school loading and unloading zones; mark seats that must be left vacant to ensure physical distancing; ensure good ventilation and

open/partially open windows. Thoroughly clean and disinfect buses daily; support IT during distance learning by assisting in setting up devices during high demand distribution dates; support Nutrition Services in the distribution/delivery of meals to needs communities.

School Site Administrators:

Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning; publish times available to support teachers, students, and families during the school day; monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning; engage in collaborative time with teachers virtually and in person and facilitate regular staff meetings; ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Orange Unified School District serves a racially, linguistically and socio-economically diverse student population. In OUSD, English learner, low income and foster youth students comprise 52% of the student population. When schools closed in the spring due to COVID-19, the OUSD staff not only provided materials and access to instruction but also reached out to support student learning. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with exceptional needs, in foster care, experiencing homelessness and second language learners. It is imperative to identify learning gaps for students so that resources can be allocated and interventions implemented.

The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development of their School Wide Student Achievement Plans (SPSA), in consultation with stakeholders. SPSAs will address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district and classroom assessments and through a dedicated Professional Learning Community (PLC) structure using multiple measures, design reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as counseling, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

English Learners: English learners will participate in synchronous and asynchronous instruction for integrated and designated English Language Development (ELD). During designated ELD, teachers will provide synchronous language instruction using the California English Language Development Standards. Professional development provided by our EL Instructional Specialists will assist teachers in designing lessons that are evidence-based, focused and engaging for students during distance learning. Community liaisons will also be contacting families of English learners to identify any needs (i.e. academic, social-emotional, cultural, or linguistic). The EL Instructional Specialists will work with teachers to monitor and remediate learning gaps using the district adopted curriculum and ILit ELL intervention program for our newcomers. The Coordinator of English Learners will support administrators and Instructional Specialists in progress monitoring of current

English Learners, Long term English Learners (LTELs) and Redesignated English Proficient (RFEP) students. Through Ellevation, an online specialized platform, teachers will progress monitor English learners' academic progress throughout the year.

Homeless and Foster Youth: The OUSD Coordinator of Student and Community Services will provide supportive services and coordinate resources for identified McKinney Vento youth and family. A tiered level of support for identified McKinney-Vento students and parents will help ensure that these students and families are able to participate in distance learning. The coordinator works to streamline communication between county agencies and key school staff for increased coordinated support that can get lost during school closures. Laptops and hot spots were provided for MV and Foster Youth to enable distance learning for Foster and MV students without internet. Rather than meet in person, online meetings are offered to new foster students to introduce them to the district and to the coordinator. These interviews help to learn about the student's interests in order to support the school teams with class schedules and CTE pathways opportunities. An increased systematic coordination occurs between the Department of Children and Family Services, 2-1-1, OUSD, and the local homeless shelter for new and transitioning families to best meet their educational needs during COVID. Rather than meeting in person, we collaborate via video chat and work through necessary paperwork. With the parent included in on the video chats. During distance learning, there has been increased effort to increase in capacity building with teachers and site administrators. Links, resources, and new processes are shared with all teachers on how to identify homeless students and resources to share with parents. The level of support will vary depending on the identified tier of support that the student would need.

Students with Special Needs: OUSD is committed to ensuring that Individual Education Plans (IEPs) are being implemented virtually. Through a virtual connection, initial, annual & triennial meetings are being held in a timely manner. In an effort to identify if students are making progress towards their goals and determine where they are academically, assessments are being conducted via Microsoft Teams. All services (Occupational Therapy, Physical Therapy and Speech & Language) are being provided virtually. All special education service providers have been provided training on distance learning plans prior to the first day of the 2020-21 school year. Additionally, all special education case managers will review this information with parents/guardians within the first 10 days of school. Special Education teachers have been provided additional digital instructional programs including IXL, Read Naturally, and Virtual Job Shadow. These programs will be used to scaffold core content materials for students with disabilities and provide targeted intervention to individual students related to their identified areas of need in mathematics, language arts, and post-secondary transition services. Additionally, Special education teachers have been provided training on sample exemplary synchronous and asynchronous instruction for a variety of grades, subject areas, and student ability levels.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Access to technology (laptops and hotspots) ensure ALL students and instructional staff have the ability to access online curriculum and to participate in distance learning programs in a meaningful manner.	\$5,804,328	Yes

Description	Total Funds	Contributing
APEX software licenses for virtual academy, online courses, summer school and credit recovery	\$147,888	Yes
Virtual conferencing platform licenses and peripherals	\$163,680	No
Classlink software to track engagement with software programs	\$75,000	No
Additional online secondary teaching sections	\$ 50,000	Yes
Document Cameras,other peripherals and supplies to support distance learning	\$ 240,000	No
Supplies for centralized/district level staff to support distance learning	\$ 15,576	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As a result of the stakeholder input during the Spring and Summer of 2020, it was decided that English language arts and mathematics both in instruction and interventions would be a priority to address learning loss that may result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a distance learning model. Through the continued implementation and refinement of Multi-tiered system of support (MTSS), site and district leaders have instituted a comprehensive system to identify learning gaps in English language arts and mathematics. Intervention supports will be implemented to further mitigate and address these gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations.

OUSD will assess pupil learning loss in three different ways: Formal, Informal and Anecdotal. OUSD will use existing formal diagnostic assessments such as Reading Inventory, I-Ready, Math Inventory, curriculum embedded assessments and ELPAC scores. Formal diagnostic assessments will provide an initial baseline for the 2020-21 school year. In addition, OUSD is migrating to a new assessment system to aid in foundational literacy assessments called Acadience which will be launched at the beginning of the year. Using Illuminate, comprehensive assessment management system, a comparison of the results to the previous year will take place to identify the students with the most significant learning loss. Once that is done, specific areas of need will be identified and aligned with grade level standards to provide appropriate scaffolding/interventions for students missing prerequisite skills.

OUSD will begin the school year with ongoing informal assessments to support mental health, understand the home learning environment, check for understanding and continuously adjust instruction, quick writes, and student surveys. Surveys help staff provide the appropriate materials students need in order to learn from home, i.e., supplies and technology.

And finally, anecdotal assessments consist of observations of student behaviors, their affect, quality of student work and live proctoring of student work (Google products, Formative, Illuminate) to provide ongoing feedback and adjust whole group/small group/individual instruction as needed.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All students must have access to supports and resources to help them achieve their academic goals. Orange Unified School District has been developing a robust Multi-Tiered System of Support for several years, and most recently has been adapting the processes to align with distance learning. Systems at the school and district level address learning loss, including strategies differentiated for English learners, low-income, foster youth, students with exceptional needs and students experiencing homelessness. The recommendations from our Reimagining Schools Task Force, teacher and classified staff MOUs and parent and student feedback are the foundation to the supports necessary for the implementation of Senate Bill 98 to ensure all students receive the support they need to meet challenging state standards. Stakeholder input can also provide a qualitative way of capturing the effectiveness of the current pupil learning loss strategies. OUSD will strategically target unduplicated students and their families to capture their experiences. Meeting with focus groups and with advisory committee members can provide insight into their challenges and successes. Throughout the year, OUSD will also be surveying stakeholders (students, staff members, parents, administrators, and others) to gather their voices and insights. Providing social-emotional supports is also crucial during this unprecedented time. Additional support will be provided to unduplicated students as described below.

English Learner Student Supports will be offered through differentiated instruction through small group support and GLAD strategies during synchronous instruction. Dedicated resources to support the Dual Immersion programs to develop biliteracy, including additional professional development for teachers in this program is essential for the program to maintain rigor. District English Learner Teachers on Special Assignment and English Learner Instructional Specialists will identify at-risk English learners and work with site administrators

and teachers to identify appropriate ELD instructional strategies to deliver both during synchronous and asynchronous learning. iLit ELL intervention program at the middle and high schools to support students recently enrolled in US schools.

Strategies for low income, foster and homeless students will differ by including partnering with families to determine specific supports for students and families, focus on social emotional well being and providing necessities as needed, such as food and clothing. Strategies will be focused on better communication and collaboration, resourceful solutions for addressing needs and equitable access for learning. Once Phase 2 begins, additional transportation support will be provided, as needed.

Special Education students will receive supports outlined in their Individualized Education Plan (IEP). IEP meetings will be held to meet timelines and to address specific needs and/or concerns for the student. Special Education teachers and other service providers will continue to collaborate with the general education teachers during distance learning to remediate any learning loss that may occur.

The Office of School and Community Services (SCS) will work collaboratively with each school site to track and monitor student engagement and attendance for all students. Teachers will be the first point of contact determine what barriers exist for a student that could affecting their attendance and engagement in synchronous/asynchronous learning. School attendance clerks and other staff are instrumental in verifying why a student has not checked in to their distance learning classroom. Once a student misses 60% of weekly attendance, they will be targeted for interventions and additional supports. Early intervention is critical for these students, since conditions at home may be increasingly unstable due to the pandemic.

For all students, online tutoring services will be available around the clock through contracts established with reputable tutoring companies for K-12th grade. Advanced Placement students will also have access to after-school tutoring and Saturday boot camps to assist them with the rigorous content.

The CARES and ASES expanded learning programs are untapped resources that not only complement academic skill-building, but more importantly, specialize in building positive relationships with young people and their families. OUSD relies on these programs to build positive relationships, provide safe and supportive environments, and engage students in meaningful activities. During distance learning, the ASES program provide virtual learning support and enrichment for 11 elementary sites and 2 middle school sites. The OUSD CARES program provided support for distance learning through in-person, supervised centers for students of essential workers.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

During the 2020-21 school year, there will be a variety of methods used to capture the effectiveness of implemented learning loss strategies. We will incorporate three types of assessments: formative, informal, and anecdotal. Formative assessments help to focus instruction on what the students will learn based on grade level standards and/or prerequisite skills and measure whether students are understanding the material. Formal assessments could include rubrics, curriculum-embedded assessment, and performance tasks. Teachers will utilize informal formative assessments in their class based on their curriculum and class needs as determined by teachers. Examples of informal assessments include, but are not limited to, observations, work samples, quick checks, quick writes, and questioning. Interim assessments

are mandatory and will allow teachers and schools to progress monitor on an on-going basis at critical points throughout the school year. Since all students will take the same common assessments, it will lend itself well to conversation and data analysis at the class, grade, school, and district level. Progress monitoring of data including comparing initial baseline to the previous year and benchmarks, will help to identify students who are mastering grade level content and those who need additional/different support. After reviewing evidence of student learning from the assessments, teachers can adjust strategies and content to improve students' understanding of prerequisite skills and standards. It also allows teacher to evaluate the interventions implemented and additional support provided in the classroom and district wide. Feedback is ongoing to students and families throughout the year.

Throughout the year, the District and school sites will be participating in grade level, schoolwide, and districtwide data reflections to determine if the intended outcomes are having a positive impact on student learning. Across the District, OUSD teachers actively participate in Professional Learning Communities (PLCs) to discuss current student outcomes, address any losses in learning, and design and/or assign the necessary interventions for students who are not learning the curriculum. OUSD will disaggregate attendance data, engagement log data as well as grades as other means to determine effectiveness of learning loss strategies being implemented. The Office of School and Community Services will examine the extent students are participating in distance learning and work to identify barriers that may be keeping them from participating and engaging once they have accumulated five days of lost learning.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Diagnostic software to be used to measure learning loss and provide formative assessment tools for teachers to inform their instruction.	\$101,100	Yes
Software to communicate with family and students regarding academic progress	\$ 44,686	Yes
Online tutoring services provided for students to mitigate learning loss	\$ 285,000	Yes
Interactive online supplemental curriculum and delivery tool that provides for assessment, differentiation and personalization of learning. Integrates with all distance learning tools. Flexible tool for teacher to use during each phase of instruction.	\$120,005	Yes
Extra earnings for Advanced Placement Bootcamps	\$ 156,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Orange Unified School District recognizes the need to support the whole child. Social and emotional support will be provided first and foremost by the classroom teacher. Students in need of additional support will have remote access to counselors and school psychologists.

OUSD will provide mental health and social-emotional wellness services to students, staff and families as follows:

New Social Emotional Learning online program to share with students has been purchased. Classroom teachers will complete social emotional learning lessons with all students in their digital platforms. Social emotional lessons will abide by guidelines from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Nearpod SEL curriculum for K-12 will provide assessment data that will be used by elementary counselors to provide targeted interventions. A streamlined system of universal online supports for distance learning will take place that allows all teachers to provide Tier I SEL instruction. Outreach Concern has added to the support team for secondary students. Virtual counseling sessions will also be available for middle and high school students. Teachers have been provided a guide for identifying signs and processes for reporting suspected child abuse during online meetings with as well as during in person learning as part of our annual mandatory trainings. As a further support our counselors will have access to Second Step, a social emotional/wellness curriculum to support small groups of students with varying degrees of needs.

In addition, each elementary school site has a Google Classroom developed for students and parents to reach out to counselors and make appointments online which is allowing increased visibility and ease of contact with counselors. At secondary, all school counselors and site assistant principals were trained on definitions and services available for Homeless/Foster Youth and AB modified grad plans. They were also provided with the OUSD crisis response flow chart which includes points of contact and reminders for at-risk counseling situations that occur remotely. All of the school counseling programs have online resources that are accessible to students and families through individual Google Classrooms, online websites and school counseling social media accounts. OUSD School Counseling Program website is being developed to include Elementary Mental Health and Wellness Resources and Middle and High School Mental Health and Wellness Resources, College and Career Readiness Resources, Career Technical Education (CTE) and college/career exploration platforms (possibly Xello) and Community Resources (which will include Homeless/Foster Youth, Care Solace, Outreach Concern, etc).

All counselors will receive the American School Counselor Association (ASCA) training in September. All domains of counseling will be included in the training (Social/Emotional, College/Career and Academic). After attending this workshop, each school counselor should be able to:

1. Develop or improve the school counseling program through the structure of the ASCA National Model

2. Explain how to collect and use school data to:

- 1) Identify student needs
 - 2) Write annual student outcome goals
 - 3) Align annual student outcome goals, school counseling program activities and interventions with the school improvement goals
 - 4) Use data to demonstrate the impact of the school counseling program (results reports)
 - * Participant data (which students engaged in what activities)
 - * Mindsets & Behaviors data (attainment of school counseling student standards)
 - * Outcome data (achievement, attendance and discipline)
 - 5) Articulate results to stakeholders
3. Structure school counseling programs using action plans and calendars
4. Engage with school stakeholders to develop and improve school counseling program

In addition to supporting students with trauma that they may be experiencing as a result of the pandemic, OUSD is also committed to supporting our administrators, teachers and classified staff. Our Risk Management department has gone to great lengths to curate resources via our website that provide tips, trainings, links to resources and referrals to ensure that we are not only taking care of our students but those of us that care for them as well. In addition, our Human Resources department is also available to counsel staff members that have concerns or questions about returning to work sites or may have been exposed to COVID and do not know what to do next. Our HR department has outlined steps and processes to help guide these difficult conversations for our staff and are a resource to our site administrators as they are also a part of the system of support for our staff as we navigate these unprecedented times.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Orange Unified School District has written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrators or classified staff to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f). Classroom teachers shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning. AERIES gradebook will be sending out automatic progress reports for students regularly.

Students needing re-engagement with their learning, will be supported to include the identification of barriers and challenges facing parents/guardians which usually begins with outreach by their teacher. Students who need re-engagement strategies or identified as chronically absent, based on the weekly engagement record, may require a Tier 2 or Tier 3 support from the school site and regular monitoring of student attendance. To begin with re-engagement, it will always be at the school site level with the classroom teacher working in tandem with other site personnel to identify the barriers faced by student/family that prevents regular online attendance. The weekly engagement record will be part of the process and will include formulating goals through the adjustment of interventions. By day 5 the site administrator will take the lead and hold a meeting with student and family. Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan. If barriers persist, it will be determined the best course of action whether needing student study team follow up or referral to Student Community Services for their support services.

The Student Study Team will examine all possible barriers, i.e., economic, health, family stability, reliable remote learning capability, etc. Student and Community Services (SCS) and other support staff assigned to school sites will serve as a network of assistance when students are absent from learning. SCS, school administrators and support staff will review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction. In addition, students at risk of having learning difficulties will be referred to the Student Support Team to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation and documentation.

School and district nurses will have detailed involvement to address medical issues preventing student engagement. A referral to a school counselor will be made if there are any suspected social/emotional issues or if parent/student has indicated mental health concerns as a barrier. Our Homeless students face greater challenges for engagement and the role of SCS will be to monitor and follow up on concerns brought from teachers, counselors and the administration to remove barriers.

If the needs center around English Language Learner needs, our Language Assessment Center, Coordinator for English Learners and English Learner Instructional Specialists will provide targeted outreach for ELs and their families in addition to general outreach already provided by the district to all students.

Parent/family engagement workshop will be held live and recorded to address coping strategies, academic involvement, community resources for families, and wellness for students and families. OUSD has dedicated personnel to support families, i.e., Teacher On Special Assignment and Community Liaisons. All printed resources are available in English and Spanish, and all workshops are conducted in both languages. OUSD is also reaching out to parents and students through the Expanded Care programs, ASES which is at 13 Title I sites and through CARES at 17 school sites.

For our Foster Youth outreach and support, online team conferences will be held regularly with group homes to maintain correspondence with foster youth and any supports needed. Collaborative meetings between 211, local motel owners, shelters and other local resource agencies will be held monthly to address any needs of homeless students. Foster Connections (for our foster parents) will change in order to respond to the needs of foster and McKinney-Vento students during school closure and adapt as we re-enter school. Additional tutoring and online social opportunities with mentors will be arranged. Connections Mentors for Foster and Homeless students is being reimagined to better serve students through an online platform. Coordinator from SCS is meeting weekly with group homes to check on foster youth to

ensure they are engaging and connecting with classes and their teachers. Monthly meetings are held between Family Care Center/Mercy House shelter and Coordinator for SCS to discuss student/parent engagement with classes and teachers to ensure academic needs are being met.

All Special Education staff have been trained on tiered Re-Engagement Plan developed by Student and Community Services. All special education students who are absent for three consecutive IEP service sessions will trigger tier 1 of interventions. Upon compilation of tier 3 intervention (SCS Attendance Letter), Special Education Coordinators will send a letter of Prior Written Notifying parent of non-attendance, including distance learning plan, and invitation to attend an IEP.

Outreach will be provided to all pupils and their guardians in their preferred language. For virtual or in-person meetings, the district will provide always provide translation as needed. Reliable resources posted on website in English and Spanish to address academic, social/emotional needs for both pupils and parents/family.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Nutritious school meals protect our most vulnerable students from going hungry. When students are hungry they are unable to focus on learning whether they are at a school campus or learning through distance learning. Ensuring that students have predictable access to nutritionally fortifying meals is a priority for Orange Unified. When the schools closed in March of 2020, our district transitioned from serving breakfast and lunch at schools to delivering grab and go meals in our most high need neighborhoods. Roughly, over 225,000 meals were distributed during the spring school closures. During emergency distance learning, transportation worked collaboratively with Nutrition Services to deliver food while following COVID-19 guidelines. Masks, contactless exchanges and sterilized environments are all required during meal delivery.

We want to ensure that our community is informed so we use a variety of communication methods to deliver the news of meal distributions such as social media, newsletters via email, and district/school websites. Since the start of the 2020/21 school year, our breakfast and lunch take home packs are available and being distributed at 40 sites throughout the district. Parents may pick up meals without their children present but must present ID cards so student eligibility is accounted for. Nutrition Services is serving a variety of healthy choices for breakfast and lunch to approximately 20,000 to 25,000 needy students per week. Nutrition Services has assistance from 23 transportation drivers and busses assisting in the meal distribution program during distance learning (Phase 1). When students return to campus, Nutrition Services will serve prepackaged meals to students. Students will eat lunch in designated lunch areas outside of the classroom and meal times will be staggered to allow for cleaning between meal services. Students will be served meals in smaller groups to allow for appropriate social distancing. Staff encourages physical distancing through increased spacing, small groups, and limited mixing between groups.

Barriers such as sneeze guards and partitions, as well as, signage to promote physical distancing, have been installed on each campus. Surfaces frequently touched by students during meal service, including tables, benches and carts are thoroughly cleaned and disinfected after use.

Second Harvest Food Bank supports Title 1 elementary schools with a monthly mobile food pantry at specific school site locations. Due to COVID 19, this program has changed it's food distribution format from a Farmers Market style to pre-boxed produce and dairy with a "drive thru" operation. This year, we are looking to add two more elementary schools to the program.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Care Solace-online resource center for families in need	\$42,210	Yes
Pupil Engagement and Outreach	Culturally Relevant Teaching training for administrators	\$ 1,500	Yes
Mental Health and Social and Emotional Well-Being	Outreach Concern	\$ 146,260	Yes
Mental Health and Social and Emotional Well-Being	Employee Wellness Trainings	\$ 21,984	No
School Nutrition	Supplies for Nutrition Services for safe handling of food for distribution sites	\$ 45,000	Yes
School Nutrition	Before school/breakfast support and extra earnings	\$ 75,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.18%	\$ 20,829,040

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

There are actions being implemented throughout the district that are providing increased or improved services unique to student learning loss since Spring of 2020. The facilitated actions will primarily serve low income, foster youth, and English learner students. In order to expand services and experiences for our subgroups with the most need the district referenced the Local Control Accountability Plan from the 2019-2020 school year to design actions that would bolster the spirit of improvement and equity for low income, foster youth, and English learner students. The following is a list of services provided with a description of how Orange Unified is increasing and improving the services for Foster Youth, English Learners, and Low-Income Students

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention. The needs of these student groups were considered based on the gaps identified before the impact of COVID19 on their learning and well being. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained. Through the implementation of MTSS and other supports, the following actions will ensure students are on-track to succeed this school year. Teachers and school staff along with their administrators are monitoring learning in both in-person (when school resumes) and during distance learning. The digital divide was made apparent during the end of the 2019-2020 school year when OUSD made the decision to close schools and implement 100% distance learning to end the year. The district invested heavily to ensure each student has an appropriate device/internet in order to access instruction.

The actions below are effective in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning for EL, low-income, and foster youth. The actions also support the needs of Special Education students and students

currently without a permanent home. Through Multi Tiered System of Support (MTSS), the district is monitoring student learning and social emotional wellness and works with each school site to create a system guided by the MTSS framework. Our systems-based approach to achieving our goals for students has been created jointly with our stakeholders. It is an evidence-based approach to appropriately address programs to support students successfully with online distance learning and in-person learning (when in-person instruction resumes). Effective implementation of staff development will ensure our instructional staff maintains rigorous instruction and formative assessment to plan for timely intervention. All in-person and distance learning instructional schedules support collaboration time where teachers work as a team to identify areas of student learning that need remediation. These efforts are supported by ongoing communication to families so students receive well-rounded school and home supports to ensure their success.

Actions to support EL, low-income and foster youth access to grade-level standards, identify and remediate learning gaps during online learning and in-person blended (when safe to return):

- *Teacher on Special Assignment (TOSA) and EL Instructional Specialists will support professional development, data analysis, and online lesson planning and delivery.
- *EL Instructional Specialists will provide designated and integrated ELD teacher professional development and instructional support.
- *Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss.
- *Provide teachers with synchronous and asynchronous strategies to support specific EL students on their roster access academic content and increase English.
- *District monitoring of EL students to ensure that English learners are achieving English proficiency based on the State's English language proficiency assessment and meeting challenging state academic standards.
- *Provide EL coaching, professional development for teachers, administrators, EL Coordinators, and other school personnel.
- *Implement Newcomer English learner supplemental programs, teacher professional development, progress monitoring and supports.
- *Provide all students access to online learning to close the digital gap among students by purchasing 10,000 Chromebooks and over 2,000 hotspots for students who do not have internet access. These investments will ensure students in the district will have devices to access distance learning.
- *Teachers and administrators will engage in professional development on different facets of distance learning, social emotional wellness, and technology platforms.
- *The district will provide a variety of digital resources (Screencastify, Microsoft Teams, SeeSaw, Google Classroom, etc.) to enhance instructional delivery in a distance learning model.
- *The district will continue to provide professional learning opportunities for when we return to in-person instruction.
- *To assist with tracking students who have not reported to their online classroom and may be experiencing learning loss.
- *Special Education staff will provide professional development for teachers and assistants.
- *Provide virtual parent and family education workshops with topics that include support for online learning, how to support children during a pandemic, and other technology and wellness subject matter.
- *Update OUSD website with resources in English and Spanish to support families with needs such as clothing, food, etc.
- *Assist parent/student technology needs by establishing dedicated office hours for technology pick up and troubleshooting of issues.
- *Provide timely & appropriate interpretations and translations to support parents with technology to support online student learning.

*Special Education teachers and related service providers will provide continuity of learning and services through online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the extent possible.

The needs of EL, low-income and foster youth students were considered first in the actions relating to providing continuity of social-emotional learning (SEL) support and mental health interventions. The SEL needs of these student groups were considered based on the impact COVID-19 has had on low-income students, foster youth families, and English learners. Many families have experienced a loss of income as businesses have shut down and impacted the source of employment for many families in our communities, such as restaurants, hotel and recreation, home provided daycare, construction, maintenance, and other personal care services. Many students are caring for siblings at home while parents are finding work or working as an essential worker.

The actions below are effective in meeting the goal of ensuring continuity of learning while recognizing the need for increased Social Emotional support and mental health services, including for EL, low-income, and foster youth. Also, our actions support the needs of Special Education students and students in transition (homeless). Through Multi Tiered Systems of Support, the district is monitoring student wellness and mental health and working with school sites to implement a newly purchased SEL curriculum. Virtual classroom SEL instruction is occurring to support students with Tier 1 SEL.

Actions to support low-income, foster youth and EL access to tiered Social-Emotional Learning services, in order to address unique challenges because of poverty, foster/homelessness and language barriers and/or immigration experiences during distance learning and in-person blended (when safe to return) are listed below:

*Professional Development will be provided in recognizing crisis and trauma in others.

*District staff will be in place to provide counseling services for students and families in need.

*Many teachers and administrators have received professional development on implementing Restorative Practices and Restorative Circles to support the social-emotional and mental wellness of students to provide better access to learning and instruction.

*Teacher on Special Assignment will provide resources to students, staff, and families to support student behavior in the distance learning environment to increase the likelihood of academic success.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The Orange Unified School District continues to target English Learners, low income and foster youth students while also supporting students with special needs and students experiencing homelessness. In 2019-2020, the district's population of 27,700 students consisted of the following composition: unduplicated pupil count: low-income: 48.2%, foster youth: .73% and English Learners: 21.7%. The actions dedicated to improving outcomes for our EL, low-income and foster youth are designed to exceed the required 10.18%. Many of the actions in the Learning Continuity and Attendance Plan are designed to principally support our unduplicated student population.

The temporary school shut down due to COVID-19 in 2019-2020 highlighted needs in student learning, digital access, basic needs and social-emotional needs. Families of English Learners, low-income and foster youth struggled to support learning at home while at the same time balancing financial, social-emotional and possible COVID-19 related health issues. The district realized that dedicated resources must focus on identifying learning gaps for unduplicated students, continuing to provide meals, meeting social-emotional needs, teaching parents how to access and learn technology, and providing additional services to promote access and equity.

The majority of actions in the Learning Continuity and Attendance Plan (LCP) are dedicated to creating distance and in-person learning experiences for students by teachers with assessment and intervention resources to identify learning gaps and remediate them during synchronous and asynchronous instructional minutes. Instruction will support all unduplicated students by identifying their academic gaps and providing them with rigorous lessons and assignments designed to equate with in person schooling. Over 10.18% of the LCP outlines the specific steps the district will take to ensure unduplicated students have quality learning interactions both during in-person (when safe to return) and via distance learning models. This effort required an strategies to address the digital divide our unduplicated students experienced at the end of the 2019-2020 school year. Children whose families do not have internet access will receive hot spots. Families will receive support and training to use these devices to support their child at home. Parents of English Learners will receive unique training and support to overcome the barriers to technology and limited English proficiency.

English Learner Advisor at each site will be asked to examine the English Learner data for all English Learners at their site. For example, we will be looking to see if each EL student had the opportunity to complete the 2020 Summative ELPAC. In cases where the student was not able to receive a complete score for the ELPAC assessment, he will be given the opportunity to take the assessment during the open Fall assessment window. Students will be assessed for learning loss using metrics such as reading lexile, DIBELS, and curriculum assessments in all subject areas. Current assessment data will be compared with the students previous data while taking into consideration the student's grade level. Designated and Integrated English Language Development are mandatory components of live instruction for every English Learner Student, every day. Teachers are working with curriculum specialists to develop small group break out sessions that can be incorporated into synchronous instruction specifically designed to support language needs. This will be monitored through site leadership as they "drop in" to live synchronous lessons. Increased and improved services in reading and math will be achieved by providing students with small group instruction based on the results of their assessments. Students will be supported with tutoring opportunities, extended day lessons and intersession and summer school offerings.

Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality mental health through counseling and social emotional supports. Poverty affects all aspects of the life of a child, especially during this pandemic, research has shown that underserved students are more at risk of experiencing a family member who has severe illness from COVID-19. English learners, who may have parents facing immigration issues, live in a continual state of fear and anxiety that makes the effects of the pandemic on their lives even more stressful. Foster youth experience a variety of unique family situations and require a whole child approach to help them succeed emotionally in order to learn. Curriculum to support and discuss social emotional learning and needs was purchased to open the 2020-2021 school year. Students at all grade levels will receive lesson modules and collaborative community activities to encourage dialogue and promote positive mental awareness and health for students and staff. A significant proportion of the actions serving the social-emotional and mental health needs of students are above 10.18% of increased support due to these factors.

Proper nutrition is essential to developing physically and emotionally. Orange Unified provides two grab and go meals delivered to their community daily. Delivering into the student community assures that the students will have the opportunity to eat well rounded nutritious meals. All safety precautions are in place using guidance from our local health department. As the district moves to Phase two of the return to school plan, meals will continue to be delivered for those students that are opting to remain on distance learning. For those students that return to school, meal service will resume on campus.

Certificated and classified staff were and are continuously provided compliance training, curriculum development training , platform use and digital instructional strategies to maximize student achievement during remote learning. Built into the distance learning schedule are minutes for daily professional development and/or colleague collaboration . Teachers have allocated time in their daily schedules to seek support from Instructional Specialists, department chairs and administration to most effectively and expeditiously serve the immediate needs of struggling students.

In order to provide our parents with the support they need to support our unduplicated students at home, we are designing parent workshops and trainings in both English and Spanish. Many parent resource pages have been added to the district website to provide support for families. Family Engagement Teacher on Special Assignment is planning parent and family engagement sessions from the feedback gathered on surveys. Orange Unified is working collaboratively with Orange County Department of Education and other consultants to create and deliver virtual sessions on topics designed to support them during the pandemic and with distance learning. Parents are supported in a timely manner through personal telephone calls, on-site with social distancing or virtually through planned events. The district utilized the feature of Microsoft Teams to allow a virtual phone line to contact parents. Individual schools are supporting parents with technology assistance and instructions for virtual platforms via workshops and office hours.