

COVID-19 Operations Written Report for Sunnyvale School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sunnyvale School District	Mala Ahuja Assistant Superintendent	mala.ahuja@sesd.org 408 522-8200 x 1004	June 18, 2020

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

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

The date of school closure began on March 16, 2020. The Friday prior to this, on March 13, when shelter-in-place was announced, we worked directly with principals on plans for ways in which we would communicate, as well as support our staff and families. On the same day, we informed staff and families via email, phone, and text in English and in Spanish that our schools would be closed for the next three weeks per county order, but that food services would still continue at five of our sites. We communicated that we would share more information about distance learning on March 18. We created a dedicated email address called covid19concerns@sesd.org and a dedicated phone extension to handle questions in the interim.

As the duration of the Shelter-In-Place order and school closure order was extended ultimately to the end of the planned school year, our distance learning offering adapted as well. The district was able to implement three phases of distance learning as the school closure time frame was extended. The initial program offering lasted two weeks from March 16 - 27. This program was a list of online resources by grade level that was immediately provided to all parents upon closure and allowed the District time to develop more robust guidelines, training, and resources for distance learning.

The second phase lasted from March 30 - April 17 and included common expectations for students and staff for weekly instructional schedules and the base requirements for online lessons, “office hours,” and tracking of student engagement.

The final phase went into effect on April 20 and lasted until the end of the school year. This phase built upon the framework established during the second phase and enhanced the expectations for students and staff. These enhancements included staff expectations for live and pre-recorded lessons, independent learning activities, and student feedback on a weekly basis. The third phase also included supports for staff, including professional development, internet connectivity, and choice on how to accommodate their work-from-home conditions. Service providers worked with families of Special Education students to provide services in a manner that met the ability for students to access. A combination of live and prerecorded sessions, independent learning activities, and parental support were provided. Staff worked in collaboration with teaching staff to join into whole class instruction as appropriate.

While not unique based on input from other districts, for students who experienced challenges during the traditional school year, these challenges continued, and for some students the challenges became more significant as students were primarily accessing food and home support through school. Many did not access the provided education on an ongoing basis.

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

School and district teams provided additional outreach to students in vulnerable groups (Homeless/ Foster Youth, English Learners, Low Income) on a weekly basis, immediately following closure. Each school deployed an outreach and engagement plan outlining minimum student engagement expectations and protocols for outreach following district guidelines. Supports included, food, hotspots, clothing, access to healthcare.

Daily SEL check-in with teachers via Zoom provided emotional and mindfulness support to students. Social emotional supports continued, but were changed to support shelter in place (e.g. Webinar for parents on Social Emotional Learning, websites with ongoing lessons and supports for staff, students, and parents).

Emphasis was focused on students who were not engaging in distance learning, allowing them to be identified, connected, and supported, especially students in the unduplicated count. Engagement monitoring plans were designed and managed by sites. School teams provided regular support calls, weekly school and community newsletters via email, and visual support via Zoom to foster ongoing engagement. Social workers were made available to students and families throughout the closure.

Schools held remote English Learner Advisory Committee meetings to connect with and respond to student and family needs. Our district held a remote District English Learner Advisory Committee meeting on 4/29/20 to further engage our families around assessing needs and problem-solving solutions to better support families and students. English Learner Action Team committees met on 4/30/20 and 5/5/20 to discuss reclassification and language review team protocols during closure to support English Learners.

School Outreach Liaisons provided translation services to families to ensure communication in the home language was provided. Targeted surveys were sent to students and families to determine the specific needs of students and families. Devices (ChromeBook/ iPad) were provided to students who did not have technology or connectivity in the home. Meals were provided daily at five schools throughout the district for safe pick-up following social distance protocols.

Teachers provided English Language Development support to students across grade levels and schools. The Educational Services team provided professional development to support teachers and students in this effort. Our ASES after school program (Kids Learning After School) provided online tutoring for students and family support throughout the closure.

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

A day before the shelter-in-place, a district team comprised of instructional coaches, teachers, and administrators put together a series of independent learning activities, for all grades and subject areas. This initial planning provided teachers and administrators the time needed to develop a more robust framework for distance learning across the district. In addition, the district contracted with T-Mobile to order hotspots to provide internet to families in need, and site principals immediately reached out to all families and coordinated schedules to pick up Chromebooks and iPads to allow each student to access the distance learning. Devices were checked out to nearly 50% of our students, which included over 3,100 Chromebooks/iPads. We also checked out over 220 hotspots to families and staff who needed better access to internet. This was a huge team effort involving the principals, a large team they recruited at their sites, and members of the IT team. We purchased hotspots, additional Chromebooks and anti-malware software to meet the needs.

A week after the initial school closure, teachers formally started meeting with their classes and delivering instruction on a daily basis. A district flexible learning website was built as a central location to house important communication and training for staff regarding the different aspects of distance learning. District teachers-on-special-assignment (ToSAS) developed and published plans for weekly "live" professional development on timely topics, presented via Zoom. Links to these live sessions, and the recordings or slide decks for viewing after the fact, were placed on a professional development page, along with carefully curated webinars from curriculum publishers, and professional organizations. In response to and in anticipation of the various challenges that come with distance learning, short instructional videos, sample schedules of online learning, and shared resources were pooled together by instructional coaches, teacher experts, administrators, and support staff for on-your-own and in-the-moment professional development on the flexible learning site.

Daily or weekly office hours became a common practice across the district to provide additional support to all stakeholders. Teachers held office hours for students and parents, site administrators held office hours to support their teachers, and district instructional technology personnel held daily office hours to address all employees' questions regarding instructional technology planning, troubleshooting, and specific student learning needs.

With these supports in place, teachers successfully delivered both synchronous and asynchronous instruction to their classes. A combination of "live" and pre-recorded virtual instruction, along with independent learning activities were delivered daily in elementary and middle school. Live, virtual whole class meetings started most days and focused on whole-group instruction, and meeting the much needed social emotional needs of the class. Small group instruction occurred through either Zoom "breakout rooms" or staggered scheduling to provide more targeted support to those who needed it.

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

We are providing meals at our four Title I sites, and the middle school the students feed in to; Bishop, Vargas, Lakewood, San Miguel and Columbia Middle School. According to the State approved waivers, we are supplying a breakfast, lunch and dinner bundle. We have sent out automated messages, in English and Spanish, via voicemail and text as well as a weekly communication to all district families. Each site has the meal service times posted on the school marquee as well as signage on sandwich boards curbside in front of the school. We have applied for, and been approved for all of the waivers that apply to the Sunnyvale School District.

All child nutrition staff have been provided with face shields, reusable face masks, disposable gloves, and single use masks. All team members preparing food and serving the community have a ServSafe certification. We have signage reminding families of the social distancing requirements and have marked off six-foot distance lines.

Our current child nutrition staff are preparing and serving the meals at the five service sites. We have split the staff into two teams and they work on alternate weeks.

Meal services are offered from Monday through Friday during the hours of 11 am to 1 pm. This includes a breakfast/lunch bundle and a frozen dinner menu item with at home heating instructions in English and Spanish. We offer drive-thru service as well as walk-up service. We began offering meal service on March 16, 2020. As of May 29, 2020, on average we have provided approximately 1,100 breakfast/lunch bundles per day and approximately 1,100 dinner per day. Typically, Thursdays and Fridays are the days with the highest meal counts.

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangement for supervision of students during ordinary schools was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publicly available on April 10, 2020 and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive Child Care Map was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance. When we call and followup, if families have these needs the social worker along with the site principals work together and connect families with the available resource. In the event that staff need guidance they will contact the Assistant Superintendent of Special Education and Student Services, who provides additional guidance or information to address the specific needs with additional resources in our community.