

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Sunrise Middle School	Teresa Robinson, Director	Teresa@sunrisemiddle.org 408-659-4785	May 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.

Sunrise Middle School was ordered to close the afternoon of March 13, 2020, as were all other schools in Santa Clara County. We had expected that this would happen “any day” so tried to prepare our students as well as we could in the week ahead by surveying them as to who had computers and internet at home and who did not, and by teaching them how to use Google classroom (most already knew) and Zoom. We had already handed out computers to most of our students in need and on that Friday the 13th quickly handed out computers to the students who still needed them, even if parents had not signed liability releases for them. We immediately notified our parents that the school would be closing for three weeks via a ONE CALL messaging system, and advised parents of students in our after school program to pick up their students before the program started. We felt this was necessary since that afternoon we also found out that one of our staff members tested positive for COVID-19.

That same afternoon we went from classroom to classroom informing our students that they would still be needing to work during what we thought would be a three-week closure, and instructed them to check their Google Classrooms for each subject to see what the work assignments would be. A couple of days later we announced in our Google Classrooms - and to parents via ONE CALL, our website and Facebook - what our Zoom schedule would be. A week later we significantly expanded the Zoom schedule, as we saw that students were needing more help and smaller class sizes. We now offer Zoom sessions all morning every morning, twice a week in math, English, social studies and special education, once a week in science, and daily in ELD support.

Our school administrators and Board members have agreed on the following grading policy: grades can go up since the school closure, but not down, and no F’s – only passing grades. The rationale for this is that we know we would have been able to keep our students from failing had they been on campus.

Our graduation will be at the same date and time, June 8, but virtual. We will photograph each student in the days ahead as they come at appointed times to pick up their diplomas, so that they will still have their photos in the virtual ceremony. Our last day of school will be May 29, four days earlier than initially planned, since we cancelled our spring break so as not to lose momentum.

Our major challenge has been attendance. Schoolwide, about 50 percent of our students are attending Zoom sessions and doing their work in Google classroom, with another 40 percent being more sporadic, and about 10 percent hardly participating. The older students are doing far better, and the sixth graders having the most difficult time.

We have poured extra resources into Special Education so that these students don't struggle as much – although many choose to attend only the special ed support groups, and not their main class settings. Four of our after school program instructors are assisting our resource specialist in helping these students with their work, and an outside agency is continuing to provide speech and OT on a regular basis.

Importantly, our teachers have been providing emotional support, encouragement and chat time to our students along with their instruction. We know this is crucial to keeping our students engaged. Our youth mentor is also providing weekly meditation and talk time via Zoom. He and two part-time counselors are calling our most challenged students on a regular basis. Our PE teachers are providing rigorous and funny weekly PE workouts to entertain as well as inspire our students to stay active.

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

At this writing we have no foster youth, nearly all of our students are low income, and more than half are English Learners. Therefore, the resources we provide to all of our students are equally intended for our ELs and low-income students.

Our English Learner students – especially our newcomer Level 1 students – are getting daily ELD support on Zoom and in Google classroom and also are getting workbooks and packets for extra learning in English. Three of our four math teachers are bilingual and are providing support in Spanish in their math classrooms, and one of our paraprofessionals is assisting the fourth math teacher with her English Learner students, as well as the ELs in another classroom.

We have made a special outreach to our newcomer ELs, as well as to our special education students, in an effort to get them to attend their classes so that they don't fall further behind. This has included texting and calling students whenever they don't show up in a class, motivating them with small prizes, calling their parents and in some cases, home visits.

We are sending out numerous ONE CALL text messages as well as announcements on Facebook and our website about the many resources available to our low-income families. We have created a special parent resources page on our website – in English and Spanish - for these announcements, which include resources for free food, WIFI, housing assistance, legal help, help for the undocumented, etc. We are handing out paper copies of these resources as well. In addition, we have helped our families apply for free WIFI or, in cases that were difficult, given them free Coolpads, which are like hotspots.

We also started a GoFundMe for our needy families and, at this writing have raised \$12,000 to give to our families in Walmart gift cards. We also are using some of the money to pay utility bills for a few of our families who were facing utility and phone disconnect.

We have met with many of our parents at one of our school board meetings, and held grade-level parent meetings to find out our parents' needs and concerns and to inform them of upcoming changes each evening the week of May 11-14. We also have called home to about half of our families - the ones whose children are not showing up in class on a regular basis. The purposes of the calls were two-fold: to encourage class participation and also to make sure that the families were okay.

We continue to encourage our students with random notes and phone calls and Student of the Week awards. We also conduct short Google Form surveys with our students on a daily basis to see how they're doing and to know if any are in need of counseling or other support.

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

Sunrise Middle is continuing its professional development during the pandemic in the following ways:

- Weekly staff, department and grade level meetings
- Coaches joining in on the Zoom sessions and giving feedback
- Participation in more than 20 online webinars designed to improve distance learning
- Weekly lesson plans from our teachers

Student participation has been our biggest concern since, schoolwide, only about 50 percent of our students are completing all or nearly all of their work. We have called home to the other half of our families, encouraging them to participate and also to make sure that the families are doing okay. In a few cases we have made home visits and have obtained counseling support as needed.

Fortunately, the work completion rate is much higher for our 8th graders. We are making plans to catch up the other students on lost learning when they return next fall.

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

Sunrise is not directly providing school meals during the closure for several reasons:

1. We have sent out numerous advisories – via text, robo-call, Facebook and our website – about three schools near ours, including one right across the street, that are providing meals to youth under age 18, including ours, on a daily basis.
2. We do not have a “seamless summer” food program and thought it best, with our limited resources, to focus on teaching our students and supporting our families rather than on setting up such a program with the state.
3. We are sending out numerous advisories via text and robo-calls, Facebook and our website about where our families can get free groceries at food pantries.
4. Many of our parents say they would prefer to stay safe at home rather than go out to pick up a meal.

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

The vast majority of Sunrise Middle's parents have not been working during the pandemic, and the few who are working generally are getting jobs in construction, landscaping and custodial work. They are not considered essential workers.

Nonetheless, Sunrise did inform its families via text, Robo call, Facebook and its website, about the opportunity to obtain child care after the SCCOE sent out a second press release the week of May 4th describing enhancements to its 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.

Parents who need assistance with this are advised to also call our school so that we can assist those who need more help in identifying specific child care providers or in facilitating a connection to a provider.