

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mrs. Christy Flores
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Maude B. Davis Elementary School
(As it should appear in the official records)

School Mailing Address 1050 Arlington Drive
(If address is P.O. Box, also include street address.)

City Costa Mesa State CA Zip Code+4 (9 digits total) 92626-5626

County Orange County

Telephone (714) 424-7930 Fax (714) 424-4761

Web site/URL https://davismagnet.nmusd.us/ E-mail cflores@nmusd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Russell Lee-Sung E-mail rleesung@nmusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newport-Mesa Unified School District Tel. (714) 424-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Karen Yelsey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 32 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	23	51
1	32	26	58
2	28	32	60
3	34	33	67
4	33	37	70
5	33	32	65
6	33	37	70
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	221	220	441

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 3 % American Indian or Alaska Native
 - 15 % Asian
 - 3 % Black or African American
 - 24 % Hispanic or Latino
 - 5 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2019	548
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Korean, Japanese, Turkish, Portuguese

English Language Learners (ELL) in the school: 4 %
17 Total number ELL

7. Students eligible for free/reduced-priced meals: 58 %

Total number students who qualify: 255

8. Students receiving special education services: 12 %
52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>11</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Davis aims to teach the whole child, placing an emphasis on responsible behavior, goal setting, higher academic performance, ethical behavior, and respect for self and others.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

From March 13, 2020 through the end of school, Davis students attended classes online. In August and September 2020, students attended distance learning, with integrated platforms and different requirements and schedules from those students experienced in spring 2020. From September 29 to October 1, students transitioned to hybrid learning, with half of students attending in-person classes in the morning with distance learning in the afternoon, and the other half of students attending in person in the afternoon with distance learning in the morning. Students are scheduled to return full time to campus for in-person learning beginning April 21, 2021. Activity, traffic flow, classroom, and other building modifications will be in place to adhere to county public health safety protocols.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Davis is a magnet school that uses an online application process to implement a random lottery. All Newport-Mesa Unified School District students are eligible to apply. Siblings must apply but have priority status.

PART III - SUMMARY

Davis Magnet School, located in central Orange County in Southern California, opened its doors 11 years ago as Newport-Mesa Unified School District's first magnet school. The initial emphasis on science, technology, engineering, and math (STEM) has expanded to include a vibrant arts program (STEAM).

Davis families represent multiple ethnicities and socio-economic backgrounds, a reflection of the cities that make up the district. These three cities, Newport Beach, Corona del Mar, and Costa Mesa, include everything from areas of poverty and homelessness to multi-million-dollar homes, small local businesses to national corporations, and residents who have only grade-school educations to those with advanced degrees. Davis family members serve the local community as doctors, professors, entrepreneurs, business owners, nurses, police officers, firefighters, cooks, housekeepers, pastors, attorneys, and coaches. Each Davis family has a unique story and background, but they are all passionate about being Davis Ducks.

The Davis community sustains a strong, positive school culture that is inclusive of all backgrounds. Davis's positive community spirit includes inviting parents to daily Flag Deck school community gatherings, where 1,000 parents attend the first day of school. After Flag Deck, some parents follow students to classrooms. Students include one who depends on the city bus as daily transportation, another student who shares a bedroom with his mom in a multi-family home, and another whose family has donated thousands of dollars to Davis. In classrooms, parent volunteers work with small groups of students. Around campus, parents also perform clerical tasks and facilitate such activities as book clubs, both in person and virtually during distance learning. The Parent Teacher Association (PTA) takes on activities such as organizing materials for student projects and planning sixth grade promotions. The Davis Foundation pays for teachers to attend professional learning conferences, beyond those offered by the district. Family activities such as astronomy and ceramics nights, enhance the sense of community. During the COVID-19 pandemic, the versatile administrative, teaching, and student/family learning environment flowed seamlessly onto a virtual learning platform, where families enthusiastically embraced online activities such as instant pot cooking classes.

Instrumental in sustaining a strong, positive culture is the dedicated Davis staff, who have diverse backgrounds and expertise. The Davis team harnesses strengths individually and collectively to deliver excellent instruction. Instruction promotes social-emotional growth and academic growth. Beginning in the earliest grades, students learn how to identify their feelings. Then they learn to demonstrate their feelings appropriately. Lessons include coping strategies, which teachers model and reinforce. Students know they can trust caring adults to help them with problems.

Trust, relationships, and communication are at the core of the Davis community. These are built through implementing two key strategies: core values and emphasizing social-emotional growth. Davis has five core values: 1) Do your very best, 2) Do what is right, 3) Treat others the way you want to be treated, 4) Take responsibility for everything you do, and 5) Take responsibility for everything you say. The Positive Behavioral Interventions and Supports (PBIS) program supports character and behavior growth. Activities provide concrete experiences for students to demonstrate their knowledge of the school's values and expected behaviors. For example, during Kindness Week students concentrate on practicing kindness in many ways. Students set yearly goals for academic and behavior achievements.

Strong community partnerships provide first-hand knowledge to students about how academic content and standards in STEM, the arts, and physical fitness apply to life outside school. The Santa Ana Zoo staff teaches the Davis Eco Club about how environmental science is implemented for animals. University of California, Irvine speakers bring robotic limbs so that students can see how they work. A human body study for sixth graders culminates in Hoag Hospital specialists coming to campus to deliver hands-on instruction to complement and reinforce what students learn. Using virtual reality technology, a neurosurgeon takes students on a 3-D tour of the brain. A cardiologist guides students as they insert stents in models of veins/arteries and then works with students as they dissect sheep hearts. A nuclear medicine nurse works with student volunteers as they demonstrate how to dress in the appropriate medical garments required during nuclear surgery and describes the differences between nuclear surgery and other types of surgeries.

Performing arts include musicals, talent shows, and choir/band performances at local venues. The National Hockey League Anaheim Ducks team challenges fourth and fifth graders to maintain physical fitness through street hockey teams. This year, students designed their own skateboards in Create-A-Skate, a partnership with a local skateboard manufacturer. Typically, students use spray paint and templates, but due to pandemic constraints, students used only black ink to focus on lines, shapes, and symbolism. Students ended up being more successful with this new design process, so this program element will be retained.

Davis Ducks take pride in building a community where students can excel.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Davis uses district-adopted curricula based on California standards. Language arts build a strong literacy foundation and social-emotional skills. Grades kindergarten to 3 also use a foundational reading skills curriculum. Kindergarten to 6 mathematics focuses on understanding concepts, key skills proficiency, and problem-solving abilities. Science consists of hands-on, inquiry-based instruction by a science specialist. Social studies, often integrated with language arts, begins with a focus on the local community and expands to California, the United States, and the wider world and different time periods.

Students and teachers already had advanced technology use proficiency when Davis switched to distance learning, so the transition was seamless. Davis teachers regularly study Student Achievement Partners' Achieve the Core to guide modifying lessons to emphasize priority standards. Teachers streamlined language arts to emphasize grammar and structural analysis, and lessons target the best three stories out of 20. Math lessons focus on using words, diagrams, numbers, and equations to explain reasoning.

Students learn to explain their thinking in every subject. Teachers employ Cognitively Guided Instruction (CGI) in math, a student-centered technique that emphasizes problem solving. In reading and language lessons, kindergartners learn how to compare characters in picture books. This practice continues through sixth grade, when students compare an allegory of the Holocaust to a novel about refugees. Informal Socratic circles begin in kindergarten, with students learning how to speak and listen to each other. Grades 5 and 6 students participate in formal circles in which students drive the discussion and build on each other's thinking. Struggling students in math study advanced student work to learn diverse ways of thinking.

Students use a variety of media and methods, including simulations, games, texts, and videos. Fifth grade social studies learning teams use a jigsaw strategy. Each student on a team becomes an expert on a topic and then meets with experts on other teams to create a slide about their topic, which they share with their original team members.

Field trips, community partnerships, and research opportunities bring learning to life. Kindergartners walk to a nearby grocery store. Fourth graders participate in hands-on science applications at the University of California, Irvine (UCI) Water Festival. Fifth graders attend Astro Camp for astronomy activities. Sixth graders visit the NASA Jet Propulsion Laboratory. Students collect coastal environmental data for UCI's Project Crystal. Scientists use the data to develop Crystal Cove restoration projects.

Students use Google Classroom, Seesaw, and Schoology online learning platforms for distance learning. With limited instructional time, teachers discovered small pockets of time they could use for short lessons, including brain and movement breaks for playing lesson-content trivia, playing motivational games, and giving upper grade students a voice and a choice. Teachers plan to integrate these techniques when students return to classrooms full time.

The Davis emphasis on social-emotional learning through core values and PBIS became more intensified during distance and hybrid learning. Teachers added mindfulness practices such as deep breathing, increased use of community (restorative) circles to address current events, increased mentoring for at-risk students with daily interactive online or in-person contact. Teachers received more trauma-informed instruction training to deal with increased pandemic student/family needs.

Teachers constantly monitor students to identify immediately any student who is struggling in reading or math and to determine each student's needs. Davis has two part-time credentialed teachers supplied by the district, and two part-time teachers (one credentialed and one classified) supported by the Davis Foundation. All are trained in using intervention materials. Two or three times a week for six to eight weeks these teachers meet with small groups, or one on one for students who need more in-depth support. Then students are re-evaluated, and new groups are formed. Through Math Club, teachers offer extra help during before-school hours.

During distance learning, teachers met with small groups four days per week in Zoom breakout rooms. During hybrid learning, students receive more help in class and meet via Zoom two days per week. The staff focuses on providing whatever support students/families need, including referrals to community food, housing, and health resources. Davis supplies technology devices and assistance to keep students connected. Sick students meet online with their classes or with a teacher for one-on-one help.

Formal and informal assessments drive instruction and student interventions. Assessments include Star Instructional Reading Level (IRL) for grades 2 to 6; Acadience and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for kindergarten to grade 3; language arts and math unit assessments; Well-Being Index (mental health tool); state tests in English language arts, English proficiency, math, and science; and teacher and parent observations. CGI enables teachers to adjust individual instruction based on what students know.

During distance and hybrid learning, teachers are relying on teachers' and parents' observations and lesson data. CGI Math Fellows developed assessments based on priority standards for each grade.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

All grades integrate the arts to develop students' problem-solving skills, communication, visual and spatial learning, and social-emotional learning. For example, teachers use fine art to stimulate Socratic circle discussions. Students draw a one-point perspective landscape during a Native American social studies unit.

About 120 fourth to sixth graders participate in band, which meets three times per week before school. Besides learning to play an instrument and read music, students develop skills in listening, following directions, focusing, self-discipline, teamwork, and confidence. More than 100 fourth to sixth graders participate in choir, which meets once per week after school. Both give school and community performances. Band and choir have been discontinued during distance and hybrid learning, but all grades continue to receive music instruction once a week via Zoom.

All grades participate in Art Masters every trimester. Students study an artist's work and create a piece mimicking that artist's style. For hybrid learning, students participate via Zoom.

Students from all grades can participate in an annual talent show. Second graders present their own musical. Third through sixth graders participate in the school musical. All students participate in singing and dance events. The yearbook has an art contest to design the cover.

A physical education (PE) teacher teaches third through sixth graders. Classroom teachers teach kindergartners through second graders. Physical activity helps students to focus on lessons, is important for students' health and mental wellness, and develops gross motor skills. Teamwork, collaboration, following directions, sharing, and listening are all built into the instruction. During distance and hybrid learning, all grades participate in PE via Zoom.

Lessons for all grades weave in technology and multiple media. Bitmoji libraries create classroom virtual libraries with access to national and international materials. Students have an online school library checkout system during hybrid learning, with materials delivered to classrooms. This increased use of online resources during distance and hybrid learning provides students with more ways to access reading materials, and students are reading more. Use of technology devices and multiple media enable students to approach learning based on unique abilities and promote creativity in reporting on learning.

Upper grade STEAM labs include studio art, stop motion animation, script writing, and video production. Students disperse to other rooms for 30 minutes one afternoon per week. During distance and hybrid learning, students have virtual labs available via Seesaw or Google Classroom.

Character education through PBIS helps students learn, manage, and reflect on their feelings, behavior, and the consequences of behavior. Self-regulation is essential to enable students to focus on academics. PBIS tools are available online.

To enhance classroom learning, the vast majority of students participate in after-school clubs, such as Eco, LEGO, dinosaurs, art, and gardening. VEX Robotics, based on competitions, meets once a week. Students learn building/engineering skills, coding, and how to record progress in notebooks. During hybrid learning, students in one class learn how to code robot drones to fly around the classroom. As a culmination to ancient Egypt lessons, sixth graders unwrap a (fake) mummy while going on a journey through the world to discuss mummies in other cultures.

3. Academic Supports:

Teachers use differentiated instruction and choice-driven assignments, such as multiple genre research papers. For six weeks, students research and report using essays, poems, and four other genres, such as recipes, songs, or posters. CGI math instruction enables teachers to adjust lessons for advanced students. Socratic circles provide opportunities to think critically and articulate thoughts in groups.

Teachers monitor progress constantly to immediately identify struggling students and their needs. Focusing on students' positive achievements, intervention teachers meet with groups of two to four students with similar needs for 30-minute sessions two times a week, or four times during distance and two times per week with a reading specialist during hybrid learning. Students still struggling move to one-on-one instruction, often with an intervention teacher providing help during classroom instruction. English learners (ELs) collaborate with other students to develop language acquisition and vocabulary. Students receiving special education services (SEs) have written plans that identify goals and services.

Davis focuses on individual students and needs, using multiple data points, including family communications, teacher and staff observations, questionnaires and surveys, assessment tools, curriculum unit assessments, and CGI data to devise academic plans with multiple support layers. Davis scores are much higher than state and district scores, both for all students and subgroups, so achievement gaps are therefore between high and higher scores. The number of Davis ELs is so small that percentages do not accurately reflect achievement. However, ELs become English fluent in two to three years, versus the expected five years, and then score above the all-students average.

State spring 2015 to spring 2019 ELA data show growth of 8.71% to 81.87%, with a 2019 SES score of 42.10%, which is 2.6 times higher than the state SES score. Since March 2020, with state and district testing suspended, the staff relies on Acadience data. First through third graders increased scores from fall to mid-year, but kindergartners reading at or above grade level dropped 11 percentage points, attributed to beginning school with prolonged distance learning. With a return to full days of in-person learning in April 2021, the staff will design supports to help identified kindergartners progress to grade level, with continued monitoring in future years.

State spring 2015 to spring 2019 math data show growth of 6.60% to 78.96%, with low-income students (LIs) scoring 68.18%, which is nearly twice the state all-students' score, and SEs scoring 38.88%, which is three times as high as the state SES score. To raise all scores, more Davis teachers participated in CGI training, learning how to adjust lessons to meet individual needs, and

Math Fellows mentor teachers in effective methods.

Distance and hybrid learning presented unique individual situations that prevented some students from achieving their full potential academically. Davis addressed those needs, including internet connectivity, devices, and services; tools, strategies, and resources to support mental health and wellness; home learning tools, including manipulatives and translations; counseling, coaching, and encouragement; and housing and food resources for families in need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Social-emotional learning, based on core values and PBIS, is the primary method used to engage and motivate students and to create a positive learning environment. Outside wall murals and the dress code provide visual reminders of expected behaviors. The dress code includes the type of shirt students wear each day. For example, green shirts on waste-free Wednesdays promote learning about and participating in the schoolwide recycling program.

Peer Assistance and Leadership (PAL) student leaders model expected behaviors. PAL leaders provide leadership and conflict resolution skills for upper grade students. They implement peer mentorship through organized recess games, read alouds that teach empathy and inclusivity, a new student welcome luncheon, annual Kindness Week, and philanthropic events for local and national organizations. Last year, PAL raised the largest student-organized donation ever for community partner Project Hope Alliance.

PAL continues via Zoom, with activities modified for distance and hybrid learning. PAL students created videos showing new on-campus hybrid learning procedures. They sponsored Holiday Spirit Week in December with a pajama drive to benefit Wounded Warriors.

Every month, including during distance and hybrid learning, students receive Shout Out awards for following core values while demonstrating integrity, responsibility, and leadership. Students receive a certificate, and photos are posted on social media sites.

Three times a year each teacher invites two students who have demonstrated integrity, responsibility, and leadership, but have not received positive attention, to Breakfast Club. Students join their teachers for a special breakfast before school. During distance learning, the principal hosted morning Zoom sessions for grades kindergarten to 3 students and teachers, and another session for grades 4 to 6.

Positive Office Referrals describes how students go above and beyond demonstrating core values. Each student takes the referral, in person or virtually, to the principal, who calls home and celebrates the student. A photo of the student and principal is posted on the office Wall of Fame.

Davis celebrated Absolutely Incredible Kid Day during hybrid learning with a Davis student bracelet and principal's calls to parents to tell them about their incredible student.

Students further their passions through participating in musicals, talent shows, gardening, coding workshops, street hockey games, a running club, STEAM labs, and science fairs. Fifth graders won the Orange County Maker Challenge in spring 2020, when the competition was changed to an online showcase, by using a 3-D printer to print a face mask adjuster.

Davis students are motivated, socially connected, and eager learners.

2. Engaging Families and Community:

Successful family engagement strategies are in place to promote student success and school improvement. Strategies are based on long-established trust, relationships, and communication. As Davis changed from online to hybrid learning, families and Davis staff adapted to new ways to maintain that trust and the relationships to support students. Having students return to classrooms full time in April 2021, but with activity and movement restrictions to meet health protocols, will present new challenges. Davis already used Instagram, Facebook, and Twitter social media platforms, a monthly newsletter, and phone calls to communicate regularly. Davis has a parent book club that in 2019-20 read UnSelfie, a book supporting the schoolwide theme of empathy. Principal's coffee chat topics include supporting reading at home and advice about technology apps. During 2020-21, the newsletter became weekly and phone calls to families increased. PAL student leaders and mentors created videos and signage to convey changes in schedules,

procedures, and expectations to make the transition to hybrid learning as seamless as possible.

When campuses closed in March 2020, the district provided a help line and expanded website pages with physical and mental health, food insecurity, and childcare resources. Davis provided its own additional online Family Resource Center with resources on topics ranging from anxiety coping strategies to digital citizenship and supporting reading comprehension. From March 2020 through June 2020, the principal, a behavioral specialist, and PAL students created videos teaching coping strategies, calming down tools, and mindfulness, while reinforcing healthy habits such as staying hydrated and getting plenty of sleep. The principal and physical education teacher created fitness challenges.

Davis has a long tradition of creating community partnerships to provide students with experiences outside the school walls. For example, Hoag Hospital doctors lead sixth graders through brain surgery using virtual reality glasses and teach them healthy heart choices. Through Inside the Outdoors, students learn about animals and habitats. Students learn how academic knowledge is applied, and student interests and passions are sparked that can lead to satisfying careers. During distance learning, student teachers from seven local universities brought in new technology and strategies, such as teaching fourth graders to write code to create their own video games.

Businesses and industries provide grant awards. A current grant award, for example, is expanding library resources. The librarian, principal, and parents are selecting books with diverse characters. Recent grants from local businesses have provided physical education equipment and tools, seeds, and dirt for the school garden.

3. Creating Professional Culture:

Davis teachers feel valued and supported by an environment that promotes teamwork, encourages teachers to learn from one another, and provides mentoring and opportunities to grow personally and professionally. A Professional Learning Community (PLC) and staff meetings encourage teamwork. Both continued online during distance and in person with masks and social distancing during hybrid learning. The PLC provides weekly one-hour opportunities to analyze data within and across grade levels, identify trends and challenges, propose solutions, and identify the contributions each teacher can make to improve student achievement. At staff meetings, each grade-level group shares what strategies and techniques are working. During distance and hybrid learning, staff meetings include new guidelines and restrictions, for example about online breakout room use and new connection strategies with students and families.

Additional services enhance the professional environment. The principal makes staff feel heard through weekly mental health and wellness check-in forms and email responses. The annual One Word activity encourages each teacher to find one word, such as hope or spark, on which to focus their attention. Teachers then create a piece of art, such as a painting, about their word, while talking together about connections and well-being to foster a sense of belonging. Community experts, such as a child psychologist, speak to the staff and parents. Teachers' book clubs develop personal interests and knowledge. To build staff capacity, teachers have multiple opportunities to share passions, expertise, and strategies in a variety of areas, such as writing, social-emotional learning, art, and gardening. The staff recognizes teachers who have been invited to speak at community activities and conferences.

In addition to teaching and supporting one another, teachers have access to a wide range of professional development opportunities. The district provides and pays for courses that apply to all district students, such as Math Fellows, an ongoing program centered on math practices and CGI strategies that enable teachers to trace progressions in mathematical understandings through all grades. Davis Math Fellows then teach each other and other teachers. The Davis Foundation pays for courses and workshops of particular interest for Davis students' needs. CUE conferences bring together the best minds in educational technology to share best practices and innovations that teachers can put into practice in classrooms. The STEAM Symposium covers topics that range from racial equity to biochemistry labs to theater arts. Teachers learn new concepts and strategies that support the school mission of emphasizing STEAM learning and activities.

4. School Leadership:

Davis's leadership philosophy emphasizes a shared leadership structure that values the contributions of school staff, parents, and students. Through trust and open communication, the team focuses on the unique needs of each student.

The principal knows students' needs by learning every student's name, and by participating in read alouds, dance parties, singing, playing soccer, swapping fantasy football team strategies, running, leading students through calm-down strategies, buying birthday presents for students, sending cards and calling sick students, and calling parents to offer support and resources.

To create a safe learning environment, the principal performs in-depth reviews of safety protocols and communicates these to all stakeholders. One way the principal shares leadership with teachers is by helping teachers analyze data, and then encouraging teachers to take the lead in implementing changes to improve instructional strategies and determining courses of action for struggling students. The principal receives valuable feedback, guidance, and ideas from the diverse members of vibrant school organizations. Parents, teachers, and classified staff members on the School Site Council help develop school goals and allocate financial resources. English Language Advisory Committee (ELAC) parents apprise the principal of English learner needs. The PTA conducts family events and fundraisers.

Students participate in school leadership through PAL, which emphasizes building a positive school climate. Individual students show leadership through demonstrating Davis core values and PBIS behavior expectations. Leadership is rewarded with schoolwide recognition and awards. Study Buddies, pairing an older student with a younger, develops leadership skills in both students.

While Davis has experienced distance and hybrid learning since March 2020, shared leadership has continued. The district supplied equipment and supplies, personnel, and campus modifications so that students could participate in hybrid learning in a safe, functional environment. The principal, Davis's only administrator, encouraged school leaders to develop new ways to continue to build the trust, relationships, and community that undergird programs and teaching strategies. Some activities, such as daily Flag Deck and read alouds, switched easily to online video formats. Virtual announcements began including birthday and half-birthday celebrations. Teachers took the lead in creating schoolwide Flipgrid challenges. Flipgrid facilitates student discussions through recording responses to topics and enables editing of video clips. Teachers also developed music videos to motivate students during distance learning. The School Site Council and ELAC meet online and provide valuable insights about distance and hybrid learning. The PTA and Davis Foundation also host virtual family events to bring the Davis community together.

5. Culturally Responsive Teaching and Learning:

Davis ensures equity, cultural awareness, and respect through clear behavior expectations modeled by staff, instruction with diverse perspectives, all-school events celebrating family heritages, and community partnerships. Core values and PBIS provide a basis for developing respect. Literature and social studies lessons present diverse perspectives. First graders study cultural holidays and the importance of names as keys to identity. Other grades build on those lessons to encourage discussions about diversity through in-depth, age-appropriate literature studies, and global read alouds. Events that reinforce respect for diversity include a family multicultural feast, a favorite family recipes cookbook, kindness week, student book clubs, and celebrating Black History Month with activities such as using Bitmoji library resources and writing essays inspired by Dr. King's I Have a Dream speech.

Community partners expose students to a wide range of diversity. Assemblies have featured speakers about Japanese internment camps and the physically disabled. The Museum of Tolerance supplies resources for family heritage projects and class Socratic seminars. Students visit the Lyon Air Museum to learn about the causes of World War II.

The staff members use community circles, with members participating as equals to build

community, to discuss events that have an impact on students and then facilitate community circles with students. Teachers facilitate student discussions as an equal circle member. First graders read a book about racial injustice along with a read-aloud lesson guide from the American Psychological Association. Older students used a novel and poem to spark discussions of local Black Lives Matter demonstrations and the experiences of some students whose families participated in the demonstrations.

As students of all ages became curious about the Capitol insurrection, classes used community circles and resources such as Google Earth to see locations and buildings involved. Respectful conversations and a sharing of lesson resources addressed parent concerns.

Third graders learned about elections with lessons introducing candidates and explaining the democratic process. They then held an election, using copies of an actual ballot and adhering to rules written on the ballot.

Underlying supports for students, families, and staff are Davis's core values and the implementation of those values through PBIS. Each class writes a mission statement, and each teacher works with students to build and establish classroom expectations. Everyone in the Davis community is expected to listen respectfully, and students feel safe in expressing their thinking. The staff is in constant dialogue to identify students who have suffered personal impacts from current events and to determine how to support those students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Teaching is a way of thinking about teaching and learning. In practice, this means supplying whatever students need to learn under challenging circumstances. The staff views the frequent role and instructional changes as opportunities to grow professionally and to increase student achievement.

The staff first identified new ways to maintain their own community, turning to online collaboration tools, such as Padlet boards, Flipgrid, and Google platforms. This collaboration led to developing expectations with creative reinforcements, addressing academic challenges, and finding new ways to create community. Each class developed new expectations for distance and hybrid learning. Familiar celebrations of student excellence, such as Lunch Bunch and Shout Out of the Month, continue online and on Davis's social media sites. Extraordinary students spend Zoom time with the principal. Kindness Week, held during hybrid learning, included an interactive, virtual assembly and in-person activities adapted to health protocols. Check In Check Out assigns an adult mentor to meet online or in person with a student before and after school to review behaviors and to provide positive reinforcement. TLC for Ducklings identifies three to seven struggling students each trimester who need intentional tender loving care from all staff.

Seeing home conditions while online with students provides a new data source used to refer families to district and community health, housing, and food resources. Trained kindergarten and first grade teachers incorporate mindfulness practices, such as breathing exercises and movement, in online classes to support mental health. Staff members, already trained in trauma-informed instruction, make whatever accommodations are needed for students suffering the loss of family members.

To promote community, online morning meetings have a theme for each day, such as Tell Me Something Positive Tuesday. The principal makes daily videos to reassure students that change is okay and everyone in the Davis community is going to be okay.

The abrupt change to remote learning in spring 2020 left the staff knowing that they needed to be more intentional in addressing student needs. Responsive Teaching for fall 2020 was the result. Students and teachers continue to brainstorm new PBIS behavior expectations to address changing circumstances and as preparation to return to campus full time on April 21, 2021. A gift card drive raised \$500 when some Davis families needed financial help. During distance learning, parents created learning pods and then carpools for hybrid learning.

The only requirement is to view challenging situations as opportunities to improve student achievement.