

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

[X] Public or [] Non-public

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

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

Official School Name Red Hawk Elementary School
(As it should appear in the official records)

School Mailing Address 32045 Cam San Jose
(If address is P.O. Box, also include street address.)

City Temecula State CA Zip Code+4 (9 digits total) 92592-1025

County Riverside County

Telephone (951) 302-5125 Fax (951) 302-5133

Web site/URL https://www.tvusd.k12.ca.us/Domain/19 E-mail jgreer@tvusd.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* Dr. Jodi McClay E-mail jmcclay@tvusd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Temecula Valley Unified School District Tel. (951) 676-2661

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. Barbara Brosch
(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):
- 17 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 26 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	14	10	24
K	34	31	65
1	40	39	79
2	56	38	94
3	46	42	88
4	40	42	82
5	44	46	90
6	0	0	0
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	274	248	522

*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):
- 2 % American Indian or Alaska Native
 - 10.3 % Asian
 - 3 % Black or African American
 - 40.2 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 30.7 % White
 - 13.4 % 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: 13%

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	41
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	74
(4) Total number of students in the school as of October 1, 2019	550
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

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

Spanish, Tagalog, Mandarin, Indonesian, Cebuano, Arabic

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 31 %

Total number students who qualify: 162

8. Students receiving special education services: 12 %
61 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>7</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>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>47</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: 3
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	2
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.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 25:1

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	96%	97%	96%	96%	96%
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.

Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social, and physical well-being.

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.

Red Hawk Elementary began the school year on August 10, 2020 in an online only model. On November 3, 2020 we began in-person learning hubs for our special day class students consisting of two classrooms, two days a week for two hours each day. On December 3, 2020 we added two more in person learning hub classrooms of 4th and 5th grade students who were our most at-risk academically and/or social emotionally. Those students came on campus two days a week, for three hours each day. On Tuesday, March 16th, all Tk-5th grade classrooms started functioning as one of the following: a hybrid model (AM/PM in person sessions), a flex model (in-person students AM/online students PM), virtual learning model (students online either AM or PM).

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

PART III - SUMMARY

Red Hawk Elementary School (RHES), home of the Heroes, is located in the gentle rolling hills of South Temecula Valley, one hour north of San Diego, California. RHES is minutes from the Pechanga Resort Casino, Old Town's diverse dining and entertainment, and the beautiful Temecula Wine Country. The family-friendly Redhawk Community features community parks, recreational facilities, and an 18-hole public golf course. RHES opened its doors in 1991. Now, thirty years later, many of the alumni are parents of our students, still living in the community and proudly carrying on the traditions. A sense of caring and community are the heart of the RHES family.

Red Hawk Elementary was recognized as a California Distinguished School in 1995, a California Business for Education Excellence Honor Roll School in 2014 and 2019 and a California Green Ribbon School in 2019.

RHES is a Title I school, with a diverse population of students. The demographics have changed greatly over the past ten years. The largest student subgroup is Hispanic or Latino at 40%. Over the past two years, there has also been an increase in the number of Chinese families moving into our community. The majority of our office staff speak Spanish, and we use a Mandarin translator on a regular basis to help to connect with our Chinese families.

At RHES, we believe in educating our students to be productive members of a global society, by providing them with opportunities that extend beyond the classroom. Our school climate focuses on social responsibility and wellness. RHES is most proud of their Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) programs, as well as ongoing Equity, Access and Inclusion (EAI) development for staff and students. Our site goal this year is: We will take strategic, purposeful steps to build strong relationships with our students and families, based on knowledge, understanding, and support of their diverse lifestyles and needs.

There are many ways for parents and community members to be involved in RHES. The School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA) and WATCH D.O.G.S. (dads of great students) are all extremely active stakeholders contributing to the success of the school. All of these groups have continued to meet and make contributions virtually. There are an abundance of volunteers in every classroom each day. The Friday flag salute assembly is a popular, well attended event at RHES, with a spirit of celebration and community. The Pledge of Allegiance, followed by The National Anthem, are led by students. The Red Hawk Student Pledge is recited, jokes are submitted by students and recognitions are given for positive character traits, such as integrity, honesty and respectfulness.

At RHES, students are encouraged to meet their full potential academically, emotionally, physically, socially and culturally. Student leadership opportunities abound at RHES. Before the school closure, the student valet team worked daily to greet everyone upon arrival, opening car doors and saying good morning, before sending parents off with a positive message. Our Associated Student Body (ASB) has taken on a leadership role at RHES, especially throughout the pandemic. The students meet weekly to plan virtual events and create videos to motivate their classmates and help teachers understand students' biggest fears and concerns during the school closure. They created a virtual art show for all students and a St. Patrick's Day event with breakout rooms. All primary classrooms have a partner upper grade class of Reading Buddies. These students have continued to connect with each other virtually during online learning. The Apple Seedlings program was developed this year. Selected students were trained by the Apple Learning Specialist to take on a leadership role with technology at the school. They pioneer new ways of engaging school devices to make their learning visible and help their peers (and teachers) learn how to use them effectively.

RHES students feed into the highly acclaimed Great Oak High School (GOHS). There is a great bond between the RHES and GOHS students. Through the Peer Buddies Program, GOHS ambassadors visit our students to model and promote appropriate social/emotional and health/wellness behaviors. Throughout the

year, the GOHS students provide motivational assemblies, a Red Ribbon Week celebration, instructional help in classrooms and an annual Kindness Celebration in the spring. RHES students have their sights set even past high school as the school's halls are adorned with college pennants, and Advancement Via Individual Determination (AVID) practices are incorporated into classroom routines.

In the typical RHES manner of high expectations and putting relationships first, the challenges of COVID-19 were handled with an amazing level of success. Both staff and students demonstrated resilience, increased technological skills, social emotional stamina and evidence of growth in all areas. Most importantly, the RHES family bonds grew even stronger.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

RHES has a mission of high-quality teaching and learning for all. Whether in-person or distance learning, RHES focuses on engaging all students throughout each lesson. They utilize a variety of instructional strategies to help ensure student engagement, including teaching to a limited number of learning objectives, providing specific/immediate feedback, and monitoring/adjusting instruction based on student(s) responses. Target objectives are introduced at the beginning of new learning and are revisited throughout the lesson. Students are given numerous opportunities to develop their critical thinking skills, which are then used as a tool for problem solving and heightened comprehension. Collaboration, communication and creativity are embedded in lessons across all subjects.

Teachers use multiple measures throughout the year to plan appropriate instruction during remote learning and measure student progress. These include teacher-created district assessments, math and ELA textbook adoption assessments, data driven assessment/diagnostic tools (I-Ready, DRA, Fountas and Pinnell) and formative assessments created by grade level teams, ensuring all learning needs are being met, moving toward proficiency of grade level standards. Teachers analyze data from common assessments to modify instructional practices and share best practices. Additionally, teachers re-teach, when needed, and re-assess to determine student proficiency. This process is part of the TVUSD Learning/Assessing Cycle and its effectiveness is inspiring, even during online learning.

RHES uses a variety of resources to support balanced literacy, adapting them to remote learning, such as the Comprehension Toolkit, Storyworks magazines (complex texts across genres and standards based differentiated questions/activities). Step Up to Writing is used school wide for writing instruction. Teachers recognize that students need exposure to quality and authentic literature. Each tool is intentionally used to support student literacy growth.

Teachers ensure virtual student engagement through whole and small group instruction for ELA. Time spent in small group instruction has increased during COVID closure. ELA lessons are aligned with essential standards and are presented using Seesaw and Google Classrooms. Students digitally submit work samples to show their thinking. Teachers are able to quickly monitor the level of understanding, and provide feedback to each student digitally and via Zoom conversations.

RHES uses EnVision Math as its core curriculum. Yearly scope and sequence, pacing guides, and common interim assessments were created by teacher leaders. A “big idea” and essential questions are guideposts for teachers to plan instruction.

Teachers use interactive math strategies daily to teach foundational concepts and math communication. Both verbal and written communication by students is encouraged. Students engage in problem solving and critical thinking skills using digital and hands on manipulatives, iPads, mental math and written expression. Students are encouraged to defend their answers, explain their thinking, share their procedures/strategies. Students share their thinking verbally or digitally by sharing their screen or working in pairs or small groups through the use of break-out rooms. Students are required to do the “sense making” and appreciate the productive struggle. Teachers celebrate common misconceptions/mistakes as an opportunity to promote growth, inclusion and a positive learning environment.

Teachers have been trained in the Next Generation Science Standards (NGSS). Teacher teams have created a “5-E” lesson plan with supporting strategies so students can make sense of science. Teacher leaders created curriculum maps for grade levels. Amplify curriculum will be implemented when the adoption process can be launched by district administration.

During distance learning, RHES utilized Mystery Science, an NGSS aligned program available online. These lessons provide scientific phenomena to generate student questions, and activities to support student sense making. Teachers partnered with parents to conduct experiments to foster scientific discussion and learning with materials provided regularly for hands-on activities. Teachers utilized Zoom breakout rooms

for small group discussions regarding scientific concepts and digital projects. Students are assessed through teacher created performance tasks, quizzes, and tests. Results are used to guide instruction based on mastery and misconceptions in both learning models.

Social Studies instruction is aligned to CCSS and is integrated into all curricular areas. Teacher teams created grids with scopes and sequences. Since physical field trips were not an option during closure, teachers brought experiences to the students: virtual tours of museums/landmarks/missions, and guest speakers. Also, project based learning opportunities occurred through breakout rooms and asynchronous times. In addition, teachers utilized Time for Kids, Storyworks, Scholastic News to enhance the curriculum.

During the COVID-19 school closures, many steps were taken to ensure Red Hawk Elementary students were provided high-quality distance learning opportunities. Staff, students, and parents were given clear direction on the expectations for student learning. The base program required TK-5 teachers to create a consistent routine, utilize Google Classroom/Seesaw for relevant assignments, establish office hours for students in need of additional support, communicate with parents, students, grade level teams, and site administrators, and provide timely feedback regarding students' submitted work. TK-5th grade students were provided with rigorous Synchronous, Asynchronous, and Independent learning opportunities. Mondays were dedicated to teacher preparation and Professional Learning Community (PLC) time. School Social Workers/PBIS Counselors and Behavior Support Aides offered support to students, staff and families as needed. All staff members were supported through self-care routines/challenges, daily communication from administration, technology tip videos, technology lead teachers, and online professional development sessions. The strong foundation of community, "students first" philosophy and shared leadership at RHES made the transition to online learning almost seamless with successful outcomes for both students and staff.

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

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

RHES offers a Transitional Kindergarten (TK) program to students that turn five years old between September 2nd and December 2nd of the current school year and is part of a two-year comprehensive Kindergarten program. TK is designed to be a bridge between preschool foundational skills and the traditional academic Kindergarten program. The program is modeled on a modified kindergarten curriculum that is age and developmentally appropriate and includes reading, writing and math skills.

More importantly, TK is designed to teach social and emotional skills, such as self-confidence, cooperation, and early academic skills. Furthermore, students develop independence and problem-solving skills that better prepare them for success once they enter the second year of the Kindergarten program. Although students enter the program with different academic backgrounds and skills, the interactive hands-on environment allows the students to excel and learn from each other through dramatic play, which is developmentally appropriate and extremely necessary for this specific age group.

During virtual learning, the TK students did an amazing job of participating in synchronous lessons with their teacher. They were able to write on a virtual whiteboard, socially interact with students in thematic rooms, independently complete assignments and use online tools, and even participate in science experiments. Moreover, students learned to speak in front of their classmates by giving clues regarding an item being shared, while others practiced asking and answering questions. With 24 to 26 TK students returning to in-person instruction, the transition was seamless, as they had already connected with their teacher.

2. Other Curriculum Areas:

The RHES library has always been an exciting place for students to learn. The school library media technician was honored as the district's classified employee of the year in 2020 for her innovative library instructional program. Science, technology, engineering, art and mathematics (STEAM) activities, coding

and video production have all been a part of the library time for RHES students. The library media technician adapted the program during the school closure, but maintained the same level of engaging curriculum virtually continuing to collaborate with grade level teachers. Students attended live library time weekly along with synchronous/asynchronous activities focusing on STEAM projects, engaged in Tinkerclass podcasts, produced videos, and worked on group projects during that time. Read alouds and interactive author visits were held virtually. Literacy themed activities, social emotional health and inclusion are also addressed during library time. Book discussions continued online encouraging students to make personal connections to the books read together creating empathy and understanding. In-person libraries have always provided a safe space for students and continued in our online library. Students were encouraged to join Zoom library times early or stay after class to engage in discussions related to library topics or not. Digital literacy and research strategies and skills shifted to online sources. We have also continued our school wide reading incentive program with the addition of eBooks and our popular online prize wheel. The library media specialist also hosted a virtual Valentine design box competition, carrying on this tradition for the students.

RHES is currently a 1-1 iPad school. There is a Smartboard in every classroom. RHES teachers have always integrated technology to support student learning, making the shift to online instruction during the pandemic a seamless transition. Throughout this year our school increased access to digital resources including SeeSaw, Google Classroom and iReady, as well as providing teachers ongoing professional development from both the site and district level. The majority of our teachers have participated in iPad camps and many are working with our Apple Learning Specialists to become Apple Certified Teachers. RHES staff understand the importance of using technology and devices to engage students and we continue to provide varied opportunities for project-based learning. Our goal has always been to utilize technology when it best supports student learning.

As our site has prioritized essential standards throughout the pandemic, we have utilized both VAPA and P.E. teachers to provide live asynchronous instruction of students when they are not with their general education teacher. Specialists have provided sessions each week addressing visual arts, music, and dance as well as physical education. The lessons are rigorous and engaging. Evidence of student participation and achievement are evident on a daily basis.

3. Academic Supports:

RHES utilizes a Multi-Tiered System of Supports (MTSS) to meet the academic needs of students. Through weekly PLC meetings, data is analyzed to adjust instructional programs and design/develop intervention for students. Each grade level has specified daily intervention blocks to provide remediation of grade level concepts in ELA and Math.

Additionally, two Literacy Specialists, funded by Local Control Accountability Program (LCAP) and Title I, provide a comprehensive program that supplements the classroom ELA curriculum for the most at-risk students, grades 1-3. The literacy program includes small group instruction, staff collaboration, and parent engagement programs. This program continues to thrive during the closure, with virtual small group intervention, analysis of reading diagnostic data, and virtual family literacy events.

Student Success Teams meet regularly to address student, teacher, and parental concerns, to recommend intervention strategies for students who have difficulties.. In November, the school started small, in person learning hubs for the most at-risk 4th and 5th grade students. These students worked on campus, supported by Instructional Assistants, while teachers taught them virtually.

All supports continued during remote learning. Students performing above grade level, based on ongoing assessment results, are provided leveled readers and multiple enrichment opportunities. Content, process and product are differentiated for high achievers. These students may be screened

for giftedness. Teacher and parent input is considered when determining giftedness, as are Raven's Progressive Matrices, academic grades, and student performance on the California Assessment of Student Performance and Progress (CAASPP). All RHES teachers have been trained to provide differentiated instruction for students that qualify for the Gifted and Talented Education program.

Staff members work with students with speech and language deficits, cognitive learning differences, and adaptive behaviors. Special and general education teachers collaborate to modify instruction and adapt materials. In recent years, RHES has transitioned from primarily a pull out model of instruction to a more inclusive model of learning support in the general education classroom. Classroom teachers and case carriers collaborate to provide best instruction for the students, including joining typical peers for PE, music, art, and library, as appropriate. Students are exposed to grade level standards in the general education classroom and receive additional academic support there during the ELA or math block. Students performing two or more years below grade level receive small group or 1:1 instruction in an SDC classroom.

Support of the special education program is provided by school administration and our Program Specialist. As a team, site needs are discussed, and special education classrooms are visited. All supports and practices continued during online learning.

RHES uses English Learner (EL) proficiency levels to create balanced classes to support reading, writing, speaking, and listening instruction ensuring progress throughout the year. Students' language and academic achievement are monitored through regular progress monitoring checks and parent communication. Teachers use the English Language Development (ELD) components of the Wonders program and intentionally embed language instruction into lessons providing integrated daily language instruction. Designated EL instruction is provided daily. At RHES, ELs are often reclassified, which shows the effectiveness of differentiated language instruction and academic supports. During COVID-19 closures, all supports continued. iPads and MiFi hotspots were provided to all students in need. Students/families were supported with attendance and technology. Social emotional needs of students were addressed by the school psychologist and social worker. Teachers were supported through our EL Teacher Newsletter, providing distance learning tips, resources, and professional development. Virtual parent group meetings were held, with Spanish and Mandarin translation.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At RHES, the social emotional wellbeing of every student is just as important as their academic progress. We know that a student's academic success is directly affected by his/her social emotional health. The staff utilizes many strategies to encourage the growth mindset of all students each day. After the Pledge of Allegiance each morning, students recite the Red Hawk Student Pledge: I am somebody. I am capable and lovable. I am teachable, and I can learn. I respect myself and others. In addition, the school has a focus on equity, access and inclusion for all. An understanding and appreciation for diversity is modeled and taught throughout the school.

Positive Behavior Intervention and Support (PBIS) strategies are utilized throughout the campus. The tenets of the expectations fall under the following areas: Is it safe? Is it responsible, Is it respectful? The expectations for behavior in each area of the school are visible on banners, and internalized by students. When the district began remote learning in March 2020, the RHES PBIS team worked quickly to design virtual learning expectations to share with students. In addition, the principal read a book to all students called, *A Little Spot Learns Online*: a story about virtual learning expectations by Diane Alber. When students have a clear understanding of behavioral expectations it leads to them being successful learners and good citizens.

The staff has been trained on and utilizes the Sanford Harmony Social Emotional Learning Curriculum. This curriculum has been used in every classroom as part of the daily routine for the last two years. During distance learning, the staff has continued to weave this curriculum into their daily routines.

During remote learning, following each classroom visit, the administrators wrote a postcard to at least two students in each room, highlighting something the student did well and reminding them that they are proud of them. The postcards were mailed to their homes, and were coveted by the students. Many parents said that they put the notes by the child's computer to serve as a positive reminder each day. The administrators also looked through the students' asynchronous work and commented on their assignments.

Many teachers have been holding daily virtual recess sessions during lunch break for their individual classes. Weekly, a grade level recess is hosted by one team member. During these virtual recess sessions, teachers open several breakout rooms and name them as suggested by students. For example there may be a "share your pet" room, a "Prodigy" room, a "chat" room, and a "plushie" room. Teachers monitor the breakout rooms and the main meeting to allow latecomers into the meeting. Students truly enjoy this time of their day to socialize.

2. Engaging Families and Community:

Families have always been an important part of RHES. Parent volunteers have always filled every hallway, often working one on one with at-risk students on reading, writing or math. Family Literacy events have been well attended and have helped parents understand reading acquisition and how to help their children at home using fun and effective strategies.

The Parent Teacher Association (PTA) has been extremely active at RHES, sponsoring school wide assemblies and field trips that supplemented the curriculum. During the pandemic, our PTA met regularly, planning events like family dinner take-out nights, virtual field trips and assemblies. They have been collecting electronic pictures from families to include in the yearbook. The PTA worked closely with administration to welcome the students back to campus in March by decorating the outside of the school and placing colored balloons that corresponded with each grade level's entrance gate.

Our School Site Council (SSC) has met three times this year, and has been instrumental in analyzing data and gathering input from all stakeholders to plan optimal strategies using Title I and LCAP monies that will most benefit students in a remote or hybrid learning model.

With the school closure, we had to creatively find ways to engage our families and community.

Families were engaged from the beginning, with the first two days of the school year being devoted to 1:1 virtual introduction meetings with the teacher, student and parent. Prior to the meeting, parents were given a template of talking points to help the teacher to know about their child. Back to School Night was held virtually with engaging videos created by each grade level team. Throughout the year, the principal and social worker hosted virtual check in sessions for parents to ask questions or simply connect with each other. A weekly parent newsletter included updates and resources for families. In addition, before the return to campus this month, the principal created a video with all the logistics and safety procedures. The literacy team planned a family literacy night around a camping theme. Prior to the event, families picked up a bag of supplies, including a book, craft supplies, games, glow sticks and popcorn. The families logged in via zoom and engaged in a fun-filled night of songs, dance and literacy-based activities together.

Friday Flag Assemblies have continued virtually, with families watching together to celebrate the students.

3. Creating Professional Culture:

The leadership team at RHES engaged in a book study two years ago with *Heart: Fully Forming Your Professional Life as a Teacher and Leader* by Timothy Kanold. This validated the “heartwork” that has always been a part of the school’s culture. The teachers and staff firmly believe that the impression and impact that your heart leaves on others, students and colleagues, is the umbrella for all that we do. This mindset helped to ease the transition to remote learning and helped to keep the staff focused.

Because each individual was isolated from others, colleagues and students, communication and opportunities for unity had to be created. A virtual staff lounge was immediately created to give people the opportunity to stop in and connect with others. This lounge was open twice a day, every day. The principal created an ongoing live document for staff to ask questions about anything that they were concerned or worried about. In addition, a daily staff news flash was shared with any updates, examples of exemplary practices, shout outs for staff members, words of encouragement, and often humor. The principal has remained accessible to all staff via cell phone, email or video meeting at all times throughout the pandemic. In addition, the school social worker provided a virtual safe place for staff members to meet with her as needed. She also created a monthly self care and wellness challenge for staff. Participants were entered into a raffle for a gift card each month. All of these practices contributed to a sense of community and positively impacted the mindset of the staff.

Mondays are asynchronous learning days for students and planning/preparation days for teachers. Virtual Professional Learning Community meetings occur every Monday and have been especially productive as teachers work together to plan rigorous activities that are also engaging for students. Staff meetings occur every other Monday. There is an ongoing focus on positivity, mindset and wellness. In addition, an equity, access and inclusion activity is always added. Teachers with specialized training are given opportunities to train their peers, and provide instructional support as teacher leaders. This has especially been helpful in the area of technology.

During remote learning, the administration team visited virtual classrooms daily, making sure to be in every classroom every week. Following those visits, feedback was given to the teacher, stating what the teacher did and how that impacted student learning. The feedback arrived in the teacher’s email in the form of a bitmoji classroom scene with a personal flair.

4. School Leadership:

The leadership philosophy has always been one that emphasizes the value and importance of every team member in the success of the school. At RHES, no one is seen as being more important than another in status. Decision making is shared after all voices are heard. The staff at RHES is likened to a chain of human connection with some acting as chain makers and others as links. The strength of this connection, prior to COVID-19 is what carried us through the challenging times.

The principal meets regularly with PLC teams, the leadership team, the PBIS team, the EAI team, and the Associated Student Body (ASB). Staff meetings include ALL staff members. In addition, during COVID-19, the principal relied on impromptu virtual meets, and surveys to gather input from staff as needed.

During COVID-19, the principal worked on lowering the anxiety for all stakeholders, increasing positivity and hope, and creating a climate of empathy. The principal made sure that she knew each person's story, including their social, emotional and physical health throughout the school closure. This practice became evident in each classroom as teachers did the same for their students and families.

The RHES staff has always held very high expectations for students, both academically and behaviorally. When the school closed, teachers were concerned with how to continue their instruction remotely. Staff development in the area of technology was an immediate need. The district created a myriad of training opportunities for all staff. The principal made sure that she attended all training sessions that were being asked of the teachers. She consistently modeled her newly learned technological skills, often making mistakes and showing others that it was part of the learning process. All stakeholders were willing to increase their technology repertoire, gaining more confidence and maintaining the same level of instruction and rigor for their students.

With emotions running high, constant uncertainty, and daily changes to the "plan," the principal had to model what she expected of the staff and students. She attended State, County and District trainings, gaining strategies to implement with staff. The Distance Learning Playbook for School Leaders: Leading for Engagement and Impact in Any Setting by Douglas Fisher has been a key resource. The principal engaged the staff in many of the learned strategies. It was rewarding to see widespread use of those same strategies being used by staff with the students!

5. Culturally Responsive Teaching and Learning:

For the past two years, our Equity, Access and Inclusion (EAI) team, consisting of teachers, classified staff and administration, has attended ongoing training in the area of cultural proficiency. As a staff, we had to start by assessing our own internal biases. The team continues to work with the entire staff to increase awareness and build strategies in an effort to address systemic inequalities and positively impact student experiences. All staff meetings have included an EAI focus with videos of inspirational speakers and breakout sessions for reflection.

Our site formed an EAI goal: We will take strategic, purposeful steps to build strong relationships with our students and families, based on knowledge, understanding, and support of their diverse lifestyles and needs.

With our district and school focus on EAI, there was an opportunity to equip teachers to understand and address the unique needs of each student, especially during these unprecedented times. Teachers were asked to focus on the following questions: Have you planned consistent routines and structures in your classes? How will you integrate other cultures into your curriculum, without putting your students in the spotlight? What are some strategies you can use to ensure all of your students feel seen and heard? What are some strategies you can do to build relationships with students in an online setting?

During the school closure, the EAI team gave teachers access to a bitmoji classroom of culturally diverse resources. In addition, there were resources shared for Black History Month, Chinese New Year and Women's History Month. The resources included books that were read aloud, videos and interactive lessons. Students developed a greater understanding of each other, which led to a more positive, inclusive learning environment.

Before winter break, students were given a bitmoji image of their teacher to keep with them. They were encouraged to submit pictures of all of the things their “teacher” did with them during the break. This helped to keep students connected to their teacher and bring a sense of community to the classroom as students shared family culture and traditions.

This year, as a staff, we had the challenge of addressing an issue of alleged racism toward one of our employees by a neighbor in the school community. The incident resulted in a large peaceful protest in our school neighborhood and press coverage. It was eye opening to see that in our small school community, there are biases that need to be addressed. As a school family, we rallied around the employee and worked with the district and law enforcement to maintain calm and inclusion. The message was consistent and in line with our goal of building strong relationships built on understanding.

While diverse thinking and opinions continued to be prevalent globally in the past year, RHES remains a safe, welcoming cohesive environment for all.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Since the school closure, the single practice that RHES has implemented that has had the greatest impact on academic success, has been a focus on the wellness and mindset of both staff and students. Knowing that effective teaching and learning could not take place without the social emotional well being of the teachers and students, and that strength would be important to navigate the uncharted waters ahead, this focus was the practice that prevailed.

Staff meetings focused on mindfulness and perspective before instructional strategies. Staff members were reminded to focus on only the things that they could control, to practice empathy, to establish “self-care” routines, and to give grace to themselves and others. They were encouraged to redirect negative comments/thinking by providing a different angle. Teachers established positive connections with their students and were able to engage them in powerful instruction that resulted in the academic success of their students!

From the start, we were very mindful of the words that we used in all of our communication. Positivity and hope were at the forefront of each message. We chose to build a narrative on the positive, rather than the negative of the current situation. The What You Do Matters trilogy of books, by Kobi Yamada, became the foundation of our mission to change the mindset of our students. The principal shared the books with the staff and students. Feedback from families, observations in class meetings, and direct student feedback showed that most students maintained a positive growth mindset during online learning.

All students had a virtual check in survey daily to let the teacher know how they were feeling that day. Teachers followed up with those students who were sad, scared or not feeling well. The ASB put out a survey to students asking how they were doing with online learning. The ASB followed up by making videos of student compliments, concerns and suggestions for teachers to watch during a staff meeting.

Students were given multiple opportunities to connect with their classmates. A virtual friendship room was available during lunch time. Students could spend their lunch break in the room with their grade level peers, engaging in conversation, games, dance and exercise.

As staff became aware of the unique situations of each stakeholder, noting both the physical and mental challenges that they faced on the homefront. Key staff members met weekly with administration and planned strategies to meet the needs, while keeping data on the success of those interventions in order to modify and adjust as needed. The school social worker continued to work virtually with individual and small groups of students on social skills, anxiety, self-esteem and responsibility. Regular check ins with families by telephone, virtual meeting, or home visits ensured ongoing support. Student attendance, engagement, and participation remained high in every classroom throughout the school closure.