U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

Official School Name Lawton Alternative School
            (As it should appear in the official records)

School Mailing Address 1570 31st Avenue
            (If address is P.O. Box, also include street address.)

City San Francisco   State CA   Zip Code+4 (9 digits total) 94122-3104

County San Francisco County

Telephone (415) 759-2832   Fax (415) 759-2842
Web site/URL https://www.sfusd.edu/school/lawton-alternative-school-k-8   E-mail sedrakiana@sfusd.edu

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. Matt Wayne_____E-mail_waynem@sfusd.edu_____
            (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified School District   Tel. (415) 241-6565

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 Ms Jenny Lam
            (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 signatures 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 2016 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.

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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   <u>72</u> Elementary schools (includes K-8)
   (per district designation):   <u>13</u> Middle/Junior high schools
                                           <u>18</u> High schools
                                           <u>0</u> K-12 schools

                                           <u>103</u> TOTAL

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

   [X] Urban (city or town)
   [ ] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2021 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	34	32	66
1	41	26	67
2	32	35	67
3	41	25	66
4	34	31	65
5	35	33	68
6	35	31	66
7	33	33	66
8	32	34	66
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	317	280	597

*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):

- 0.3 % American Indian or Alaska Native
- 77.4 % Asian
- 4.3 % Black or African American
- 6.4 % Hispanic or Latino
- 0.5 % Native Hawaiian or Other Pacific Islander
- 6.5 % White
- 4.6 % 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 2020 - 2021 school year: 1%

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 **to** the school after October 1, 2020 until the end of the 2020-2021 school year	5
(2) Number of students who transferred **from** the school after October 1, 2020 until the end of the 2020-2021 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2020	604
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Arabic, Burmese, Cantonese, Chaozhou, Chinese other, English, Indonesian, Japanese, Khmer, Korean, Mandarin, Pashto, Punjabi, Russian, Spanish, Taiwanese, Thai, Toishanese, Vietnamese

English Language Learners (ELL) in the school: 26 %

153 Total number ELL

7. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 274

8. Students receiving special education services   <u>15</u> %
    with an IEP or 504:   <u>91</u> 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>14</u> Autism	<u>5</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>29</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>19</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</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: <u>6</u>

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.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
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   <u>22:1</u>

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	97%	98%	98%
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 2021.

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 _X_

    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.

Lawton K-8 Alternative School seeks to prepare each student to achieve their maximum potential academically, culturally, socially, and emotionally in an environment that fosters respect for all. Vision: Students at Lawton are encouraged to do their personal best, become independent critical thinkers, strive to reach their full academic potential, be joyful learners, and understand that tenacity and overcoming mistakes and setbacks are keys to long term success. We want our school to be a fun, friendly and safe place where all students grow into responsible, respectful, and compassionate citizens.

16. Provide a URL link to or text of the school's nondiscrimination policy.

https://www.sfusd.edu/services/know-your-rights/non-discrimination-policy#:~:text=San%20Francisco%20Unified%20School%20District,parental%20status%2C%20physical%20or%20mental

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

PART III – SCHOOL OVERVIEW

Lawton Alternative School is a graded K-8 city-wide school situated in the outer Sunset neighborhood of San Francisco. We are a combination elementary (grades K-5) and middle school grades 6-8). Our building was built in 1936 with lovely art deco features. Our middle school classes mostly take place on the top floor while our third, fourth and fifth grade classrooms are on the main floor. Our kindergarten and first grade classes are on the ground floor and our second grade classes are in bungalows in our school yard opposite our main building. We have three classes each of about 22 students per class per grade level from kindergarten to third grade. From fourth grade on up, we have two classes of about 33 students each per grade level. Our school also has three special day classes for students with moderate to severe disabilities: grades K-2, grades 3-5, and grades 6-8. The Special Day Class (SDC) classes are physically located with their respective grade levels to encourage as much inclusion as possible.

One half of the students come from our local zip code on the central west of San Francisco and the remaining students come from throughout the city. We serve families from diverse backgrounds across the city. Approximately 26% of our students are English Learners. Seventy-five percent of our students come from an Asian background and over 46% of our students are identified as Socio-Economically Disadvantaged. Six point four percent (6.4%) of Lawton's students are Latino, 4% African Americans, and about 6.5% are White. Approximately 12% receive Special Education services.

Families choose Lawton because of our strong academics, excellent arts and music enrichment, commitment to outdoor education, and our stable, experienced, and highly qualified teaching staff. Classroom teachers provide students with a rigorous, differentiated, and supportive academic curriculum as well as physical education and social-emotional curriculum that follow district and state standards. Working with our classroom teachers, funded by both school site funds and by the district through the generous support of San Francisco parcel-taxpayers, we have a part time physical education teacher, an art teacher, and music teacher providing all grade levels enrichment by experts in their field. Our music, art, and computer science teachers teach students at all grade levels providing weekly "specials" for elementary students while providing daily electives for our middle school students. The computer teacher is funded from site funds.

In addition, we have an Americorp garden teacher funded by the Parent Teacher Association,

Lawton School also partners with the San Francisco Ballet as well as the SFArtsSED (San francisco Arts Education Project) Fund to provide instructors in grades kindergarten through middle school in classes such as chorus, dance, percussion, musical theater, and drama.

We are for the first time bringing a performance from a local theater company to put on a fairytale called, Nasrudin's Magnificent Journey to Samarkand.

We have a reading intervention teacher who focuses on struggling readers in grades Kindergarten, first, and second. We have a literacy coach who helps teachers implement Tier 1 strategies to meet the needs of 90% of the students to academically succeed. Our school pays for a few academic software programs that help students work at their own pace. Thus, students above and below grade levels can work at their own pace. In addition, we partner with Experience Corp Bay Area to provide reading tutors for students in grades three through five.

Our fifth grade teacher sponsors a Girls Robotics Club for girls from fifth through eighth grade and our principal sponsors a math club to enrich the math experience of middle school students. We also have an active Gender and Sexuality Alliance and Black Student Union in middle school to help create nurturing spaces for all our students.

During distance learning, our teachers provided a rigorous curriculum with high expectations. Our literacy coach organized small reading groups in second grade that helped struggling students make remarkable progress despite distance learning. Our school was among the first schools to return to in person

and hybrid instruction in our school district. Our teachers used technology to teach in person and online students concurrently both creating a high level of academic achievement as well as a sense of community.

We have a set of winter and spring concerts (lower elementary, upper elementary, and middle school band and orchestra) as well as a culminating school carnival where our students showcase their dance and musical theater lessons as well as participate in class organized game booths.

Lawton Alternative School provides its students with rigorous academics, physical education, and a rich and varied arts curriculum.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Lawton teachers adhere to the Common Core State Standards and use district provided curriculum. Teachers also enrich their lessons with additional curriculum to help differentiate instruction to particular student needs.

1b. Reading/English language arts curriculum content, instruction, and assessment:

We acknowledge that students do not all learn in the same way and we must provide meaningful and appropriate instruction to support a variety of learning styles.

Teachers have been trained in Readers Workshop and use it as part of their Comprehensive Approach to Literacy. Teachers draw on a research-based instructional model we call the Comprehensive Approach to Literacy. Through this approach we stress the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Daily read-alouds, independent reading time (i.e., reading workshop), writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. Students are asked to engage in formal and informal conversational structures on grade appropriate topics. Teachers have a rich library of high interest books for students to check out.

Teachers use a number of formative and summative assessments to analyze data and provide timely feedback to students. Methods of formative assessments range from picking students (sometimes at random, sometimes selectively for pedagogical purposes) to reiterate what was learned to conferring with students. Feedback is provided either with specific compliments, Socratic questions, suggestions, or redirects. Some of the feedback is verbal and some is written on Post it notes. Many teachers have a system for tracking student progress.

Students complete essays, reports, or quizzes for classroom summative assessments. Teachers also administer the Fountas and Pinnell assessments to students in grades K to second while they administer the Scholastic Reading Inventory to students in grades third to eighth to assess reading and comprehension levels. Teachers use such data to suggest reading materials to students, place students in small groups, and monitor progress through the year. Finally, students in grades third to eighth take the Smarter Balanced Assessment Consortium tests towards the end of the year. The information is used to look at what groups of students have been successful and what groups need more support in the coming year. It informs the school on professional development and/or grade level meeting priorities so that the mission of educating each and every student becomes a reality.

1c. Mathematics curriculum content, instruction, and assessment:

Lawton Alternative School uses the San Francisco Unified School District (SFUSD) Math Curriculum. The SFUSD Math Department has created student classwork and homework that follows the Common Core State Standards. Along with the units, teachers use a Math Teaching Toolkit based on a similar toolkit developed by Oakland Unified School District. This serves as a resource and guidance to support an inquiry-based approach to learning mathematics with an emphasis on classroom discourse. This approach reflects the shifts of pedagogy required to promote the Common Core Standards for Mathematical Practice.

Teachers seek to develop in their students perseverance in solving challenging mathematical problems with an ability to explain their answers and make sense of the problems. Students need to reason both

quantitatively and abstractly. They should be able to solve many of their problems in multiple methods and explain each method. They need to be able to construct viable arguments and critique the reasoning of others using sentence starters and other tools. They need to learn to model mathematical thinking. They need to be precise. Students need to look for and make use of structures and patterns. The goal is to have students become mathematical thinkers.

Teachers monitor students daily by regularly checking in with small groups as they are working on their math projects. If teachers see that there is a common misconception among several groups, teachers will stop the whole class and provide clarification to address the misconception. Otherwise, teachers will provide specific positive comments or address questions that the group may have. Teachers should respond to a question only when the entire group has the question rather than respond to an individual student's question. Teachers will often provide an "exit ticket" to see if students learned key concepts for the lesson. If common misconceptions arise in the exit ticket, the teacher can address the misconception at the start of the following lesson.

The district math curriculum comes with a pre- and post-assessments for each unit. Teachers regularly administer the post-assessment to students and review the results to track student progress. If students do not show reasonable mastery in a unit, teachers will take the time to reteach key concepts of that unit before the end of the year.

As in literacy, students in grades third to eighth take the annual Smarter Balanced Assessment Consortium math tests towards the end of the year. The information is used to look at what groups of students have been successful and what groups need more support in the coming year. It informs the school on professional development and/or grade level meeting priorities so that the mission of educating each and every student becomes a reality.

1d. Science curriculum content, instruction, and assessment:

The elementary curriculum combines the NGSS-aligned (Next Generation Science Standards) Amplify physical, earth, and life science instructional materials and the SFUSD teacher-created guides to localize, enhance, provide language supports, and interdisciplinary connections for our students.

The SFUSD Science Middle Grades Core Curriculum emerged from the Learning Through Performance project developed in collaboration with Stanford and the George Lucas Educational Foundation. It is 6th, 7th and 8th grade curriculum in science aligned with the Next Generation Science Standards (NGSS). The model embraces the strengths of project-based learning as an effective instructional model, incorporates rigorous curriculum-embedded performance assessments, enhances student engagement in the learning process, and provides all students with access to learning using research-based group work strategies.

The curriculum was designed to reflect the NGSS preferred integrated progression for middle school in which the Performance Expectations for Life Science, Earth, and Space Science, Physical Science, and Engineering Design are integrated throughout the school year.

In addition to being project-based, the curriculum in 6th, 7th, and 8th grades use a 5E Instructional Model in which teaching and learning proceeds through five different lessons: Engage, Explore, Explain, Elaborate, and Evaluate. Using the 5E Instructional Model allows students to access their prior knowledge and to connect past learning experiences to the present. Students have the opportunity to ask questions and define problems about the natural and designed world; design investigations in which they collect and analyze trends and patterns in their data; develop models of physical phenomena; and communicate findings from their investigations. This curriculum emphasizes the use of engineering solutions and evidence-based reasoning for scientific explanations to communicate recommendations to address real-world problems.

Teachers use formative assessments, such as conferring with groups as they are working on their projects as well as using exit tickets at the end of the daily lesson. Conferring leads to "in the moment" feedback while teachers use exit tickets to adjust the following lesson to make sure that students have mastered key lessons.

Culminating reports and unit tests are used as summative assessments for teachers to monitor mastery of content. Students in fifth and eighth grade also take the California Science Test (CAST). The results of the tests are used similarly as to the results of the SBAC in English and Math. The school uses such results to guide professional development for teachers and areas of focus in grade level meetings to strategize how to support groups of students who have not mastered materials so that the mission of educating each and every student becomes a reality.

1e. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

Teaching history is an opportunity to help students understand the past and how it affects and is connected to our present. In an ever rapidly changing world (politically, socially, economically, environmentally), it is imperative that we generate new visions and new horizons for teaching and learning.

In elementary school, topics range from citizenship, community, cultural diversity, government, geography, map skills, African and Mexican-American History, San Francisco, California, and U.S. history, and environmental conservation. Our core program is supplemented by teacher-created thematic units, field trips, service learning projects, and assemblies. In our middle school, topics range from ancient civilizations, the Renaissance, and American History.

Students engage in civic learning curriculum by learning about current events and advocating for solutions. Each year, a group of second grade students find a topic of concern. This year they came to the principal's office to demonstrate with placards complaining about the quality of school lunch. This same group of students made signs displaying their stand in support of the people of Ukraine that they posted in the schools' hallways. Middle school students organized a school-wide fundraiser for the children of Ukraine. Middle school students have also led a number of campaigns within the school to encourage wise use of energy and to reduce food waste.

Several years ago, we had a student with a heart problem that required a number of heart operations. That student survived and thrived. Ever since, our school has partnered with the American Heart Association to raise money for the Heart Challenge.

Middle school students watch CNN10 to keep up with current events. Teachers expect students to take notes and then lead classroom discussions on topics that students are particularly concerned with.

Teachers assess student understanding of social studies, history and/or civic learning through a combination of class discussions, student essays, posters, traditional tests and quizzes as well as specific projects.

1f. For secondary schools:

Students in 7th and 8th grades have an opportunity to show leadership skills through their service learning class as well as in other classes. Service learners have led school-wide campaigns to fundraise for special projects such as the children of Ukraine. They have led school wide environmental campaigns to be better stewards of our resources to reduce unnecessary use of electricity or reducing waste that goes to the landfill by encouraging recycling and composting.

Students have organized sales of pizza and boba drinks after school to raise funds for class field trips.

A group of middle school students created TikTok videos to introduce middle school life to rising elementary students or to create other public service announcements. Another group of students created an Instagram account to celebrate life at Lawton.

Finally, a number of service learners go into elementary classes to read or tutor younger students. One middle school student organized a tutoring program last year with her friends to tutor younger students in our after school programs.

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

2. **Other Curriculum Areas**:

Through a combination of city parcel taxes, support from our sponsors at Salesforce, and site funds, we can provide our students with a rich program of visual and performing arts, physical education and computer science classes. Our teachers also use the Second Step curriculum to teach social emotional learning. Our school district provides us with a PE teacher three days a week to teach the PE standards once a week to grades kindergarten through fifth grade. Students with moderate to severe disabilities join the general education classmates for PE. In fact, many general education teachers partner with our special day class teachers to include students during other PE times during the week.

More specifically, we have a dedicated and full time art teacher who teaches to the California Arts Standards for Public Schools to students weekly from grades all students from kindergarten to fifth grade as well as daily through an elective course to select students from grades six to eight. We have a dedicated and full time music teacher who teaches middle school band and orchestra, one before school during a zero period, and the other during the elective period. He teaches chorus to grades kindergarten to second grade, ukulele to third grade and flute, trumpet, clarinet and strings to fourth and fifth grade students. Our dedicated and full time computer teacher teaches the SFUSD Computer Science curriculum to students from grades kindergarten through eighth grade. By the end of eighth grade, students are proficient in programming in Scratch. Students also learn about their digital identity and digital citizenship through this class. What is wonderful about all these programs is that they all work with and include our students with moderate to severe disabilities.

3. **Academic Supports**

3a. Students performing below grade level:

Students performing below grade level receive a number of different supports. If they are students with IEPs, of course, they get the support of their case manager and assigned paraeducator to work on their goals. Some students with phonological processing problems get small class support through the SPIRE curriculum. Other students get small class or one to one support from our reading intervention teacher. All teachers are trained and expected to provide Tier 1 and Tier 2 supports. One example is that while students are independently reading, the teacher provides supports to small reading groups. The SFUSD math curriculum has many rich math problems that have different levels of entry and different levels of responses so that students can work at their level of complexity. We also have two full time instructional aids that work with small groups in the general education classroom to support students who do not have IEPs.

3b. Students performing above grade level:

Students who perform above grade level have opportunities to work read and write independently at their proximate zone of development. In middle school, the district has provided high interest books of different levels so students' reading can be differentiated at that level as well. The SFUSD math curriculum has many rich math problems that have different levels of entry and different levels of responses so that students can work at their level of complexity. The school pays for academic software, IXL and Brainpop, so that students can work independently both in class and at home at their own levels. Finally, the principal runs a math enrichment club, MathCounts, for middle school students. For the first time this year, a parent and the principal worked together to provide math enrichment through Math Kangaroo, an Australian based enrichment program, for students from first grade to eighth grade.

3c. Special education:

We have 69 students with IEPs and 22 students with 504s.

Depending on whether a student's needs are due to mental health or physical health, our counselor and school nurse, respectively, coordinate meetings to plan and write out 504s. Of our 22 students with 504s, 8

are due to mental health, 11 are due to physical health, and 3 are due to both mental and physical health. Teachers participate and are given accommodations to support students with 504 plans.

48 of the students with IEPs are designated with mild to moderate disabilities and are fully included in general education classrooms. Depending on the services, they get push in and/or pull out services from their Resource Specialist Program (RSP) teacher/case manager and/or paraeducator. Teachers are provided with an IEP at a Glance and participate in the student's annual IEP meetings to have input in developing goals, accommodations and modifications. Most students with mild to moderate disabilities spend 97% or more of their time in the general education environment.

21 of our students with IEPs are designated with moderate to severe disabilities and need to spend most of their time in special day classes.

Many of our students have either medical or emotional needs that require a one to one paraeducator to support the student in the classroom. We have three students that need the support of a nurse because of their medical needs. Thus, we have 19 paraeducators at our school. Two paraeducators work with a number of different students with mild/moderate disabilities. Two paraeducators work as one to one support for students in general education with mild/moderate disabilities. The remaining 15 paraeducators work in the three special day classes either as a classroom paraeducator or as a one to one paraeducators.

Our special day classes emphasize academics and not just vocational needs. Thus, our students with moderate to severe disabilities show remarkable progress academically.

3d. English Language Learners, if a special program or intervention is offered:

Reclassification rates have been traditionally very high at Lawton Alternative School. In the school years 2018/2019, the last year before the Covid pandemic, reclassification rate for our English Learners (ELs) was 19.7% in both elementary and middle school. In 2019/2020, the reclassification rates were 16.4% and 14.3% in elementary and middle school respectively. Unfortunately, during the 2020/2021 school year when most instruction was over Zoom, reclassification rates dropped to 3.1% and 6.3% in elementary and middle school respectively. The traditionally high reclassification rates are an indication of the rigorous curriculum and supports our English Language Learners get at Lawton. The elementary ELs (grades 4 and 5) made the largest gains/growth among all subgroups in matched Reading Inventory tests from window 1 in the fall of 2020 to window 1 in the fall of 2021. Our middle school ELs had the lowest performance in the same matched windows on the Reading Inventory, even doing worse than students with disabilities. This result occurred during distant learning when ELs were at home conversing in their native language more than being in the classroom or school yard speaking English and getting rigorous instruction. Whereas elementary students came back to school in April 2021, middle school students stayed home until August 2021.

Elementary (K-5) ELs are grouped by ELPAC proficiency levels to receive an intensive 30 minutes of explicit ELD instruction daily, a rotational model we call ELD Integration. Our language arts curriculum is taught utilizing a variety of effective teaching strategies, including scaffolding, cooperative groupings, small reading groups, word walls and other vocabulary development, modifications to address individual challenges, and ELD with Specially Designed Academic Instruction in English (SDAIE) strategies.

By the time students get to middle school, most students have been reclassified. Those students who remain ELs in middle school are considered long term English Learners (LTELs). We also get students transferring to our school after coming to the United States as older students,

To ensure that all ELs have access to, can engage with, and achieve in grade-level academic content, our school implements comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts,

Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Students in middle school also are given electives that are language rich such as speech, drama, and book club.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Lawton, we try to create a positive environment on many levels. Following Maslow's hierarchy of needs, we first focus on physiological needs. Fortunately, even though 46% of our students are socio economically disadvantaged, most students come to school ready to learn. Our school provides free breakfast and lunch to any student who wants to eat. We create a safe space where students know they can report unsafe behavior to an adult. 84% of elementary students and 88% of middle school students reported that they know what the rules are and that they agree that discipline of such rules and norms are done fairly. Rules are posted everywhere, most teachers use the PAX Good Behavior games to get students engaged in deciding what they want to see, hear, feel and do more of and less of. The principal provides students with an inspirational message every Monday, teachers use Second Step to teach social emotional learning, and teachers meet to discuss how to work together and speak with one message to promote universal safe, respectful and responsible citizenship among our students.

Teachers regularly display student work and have students present their culminating projects to students from other classrooms to create a sense of accomplishment and pride of work.

Our social worker, nurse and counselor work closely with administration and teachers to support struggling students with social groups, reaching out to provide outside therapy or get other support to help struggling students and their families. The social worker, nurse, and counselor meet biweekly with the administration to review cases to make sure students don't fall through the cracks.

Teachers have initiated a Girls Robotics Club and Gender and Sexuality Alliance and the assistant principal and a teacher have established a Black Student Union to provide nurturing environments for students outside the classroom.

The Excellence Uniting Culture, Education and Leadership (ExCEL) afterschool program works in cooperation with the school to provide before and after school programs to help enrich student experiences as well as support them academically by providing academic support.

2. Engaging Families and Community:

Parents are the first teachers. Parents are encouraged to come to school and volunteer in the classroom. Parents regularly help supervise field trips. Parent volunteers coordinate a weekly perceptual motor class for our kindergarten to second grade students to develop students' motor skills. Parents are key partners in helping plan and organize our annual end of year carnival. Parents regularly celebrate their child's birthdays at school. Parents are the primary participants in our Parent-Teacher Association meetings. Through the PTA, they help pay for our garden teacher and many incidental classroom supplies as well as major projects. The PTA also sponsors an annual multicultural night and annual Lunar New Year celebration. Finally, parents are very actively involved in the promotional activities of their children when they finish fifth and eighth grade.

Teachers regularly communicate with parents of their students. The principal sends out a periodic newsletter to keep parents informed of what is happening at the school. Students have a Wednesday Envelope that they fill and take home with bulletins and other notices.

Thanks to our middle school, we are fortunate to have a partnership with Salesforce. Many employees at Salesforce have provided hours of volunteer work at our school from helping clean our over cluttered storage areas to beautifying our classrooms and gardens. They have sponsored field trips for our eighth grade students to their work sites and provided career panels so that students can hear the multitude of jobs and ways the employees got to those jobs. The Global Real Estate division of Salesforce even provided over hundred thousand dollars in donations to replace our aging lockers for our middle school students. Volunteers regularly help and mentor our girls at their Girls Robotics Club meetings.

3. Creating Professional Culture:

During the transition to distance learning, our school district's Curriculum and Instruction (C&I) Department provided teachers with several modules to assist teachers in getting started with online learning. Our school district's Department of Technology (DOT) provided professional development in areas from establishing and maintaining a Google Classroom and SeeSaw, to use of Nearpod, and Zoom. Some teachers who were not as tech savvy were supported both by the DOT as well as by their more tech savvy colleagues at our school. Despite the challenges, our teachers made a remarkable effort to provide instruction to our students and paid attention to our students' social/emotional needs during distance learning.

C&I as well as the DOT provided both synchronous and asynchronous learning opportunities for teachers and students.

When our school transitioned to a hybrid model in March 2021, the school district facilities department as well as C&I and DOT worked hours to prepare our school as well as curriculum to make for a smooth transition as possible. The site purchased cameras, microphones and other equipment to support hybrid learning. Again, many teachers supported each other in making the heavy lift from pure distance learning to hybrid teaching. The teachers, despite their healthy concerns, all came back and made it work!

Much of the professional development to succeed was in these transitions was through meetings where we all came together to get on the same page, and much of it was one to one support in both technical as well as pedagogical support.

4. School Leadership:

The entire Lawton staff is responsible for the academic success of all students; thus, the leadership and collaboration of the school's staff are essential contributors to Lawton's success. Our principal clearly articulates high expectations for all stakeholders (faculty, families, students, and community) and holds the staff accountable to the teaching and the sharing of best practices. We are a dedicated team working to achieve a common goal: to ensure that every student achieves their maximum potential academically, culturally, socially, and emotionally in an environment that fosters respect for all.

The principal and assistant principal work closely with each other. Much of the work is shared. For example, they share the responsibilities for IEP meetings, staff evaluations, student discipline and instructional leadership. The principal is primarily responsible for payroll and budgetary matters while the assistant principal is primarily responsible for setting meeting agendas and overseeing instructional committees. The administration provides all staff members with a "Principal's Expectations" at the beginning of the school year and follows up with teachers and other support staff to make sure that students are always at the center of any decision or action.

Biweekly, the administration meets formally with the student care team made up of our counselor, social worker, and nurse although we confer with them every day. We also meet biweekly with the community care team that focuses on students of concern brought to the team for consultation and next steps.

The principal meets monthly with the School Site Council (SSC) and the PTA. Both administrators work with the Instructional Leadership Team (ILT) to develop professional learning goals for the staff. The administration works with the ILT to plan the Wednesday early release professional development times. Some members of the ILT are in a subcommittee with the administration to promote racial equity at our school and facilitate monthly professional development for our teachers to provide more awareness around anti-racist practices..

The SSC makes decisions on the budgetary and programmatic priorities of the school. This steering committee works closely with the principal in prioritizing and monitoring school progress, ensuring our financial decisions are aligned with school and district goals. The English Learner Advisory Council

(ELAC) provides input to the SSC to ensure the needs of our English Language Learner population are considered in our decision-making.

5. **Culturally Responsive Teaching and Learning:**

The administration has made culturally responsive teaching and learning a priority. Five years ago, Lawton Alternative School joined a sister K-8 school, Alice Fong Yu Alternative School, to invite Zaretta Hammond, the author of "Culturally Responsive Teaching & The Brian" for an all day opening professional development before the start of school. The administration followed up by doing chapter readings monthly and making regular references to the ideas in the book. The administration regularly reminded teachers to be "Warm Demanders."

The goal of a warm demander is to express warmth both verbally and non-verbally; show personal regard for students and the people important to them; earn the right to demand engagement and effort; hold high standards and offer emotional support and instructional scaffolding to dependent learners; encourage productive struggle; etc.

Teachers are regularly reminded to have high expectations of all students and provide them with the support they need to succeed.

Two years ago, Lawton contracted with the San Francisco Coalition for Essential Small Schools (SFCESS) to provide more equity training to our teachers with a focus on implicit and explicit bias. Last year, our assistant principal and three members of our ILT attended a one week summer training for equity facilitators. We continue to partner with SFCESS and plan on sending the principal as well as additional members of the ILT to this summer's training.

The goal of this work is to facilitate training and create a new culture at our school where teachers examine their own practice towards improved and equitable student results and experiences.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Students are not all the same. Teachers are not all the same. What appeals and motivates one student is not the same as what appeals and motivates another student. That goes for teachers too. It is important to have a rich and varied curriculum in a structured and safe environment for all students to be engaged and successful.

While the Common Core State Standards are the basis of learning, it is not always delivered the same way and it is not the only thing that makes a school successful. Having routines is important, but balancing routines with variety is a key to success.

Adults need to feel joy when they see their students and they need to feel joy when they teach. In turn, students will be joyous learners.

Providing students with gardening, art, music, dance, physical education, field trips, theater, projects as well as a rigorous core curriculum creates the environment for joyous learning. When students feel challenged and successful, they will come back for more.

Of course, not all students will thrive and being prepared to help those that are struggling emotionally or academically is also important. Early intervention is critical. Knowing that the school cannot do it alone, but has outside resources that can help is also important.

To mitigate the social/emotional issues, creating a real sense of community is important. Having a K-8 school older students have a sense of responsibility for the younger students provides the older students with both esteem and self-actualization and it provides the younger students with a sense of love and belonging. So, again, in the right place and the right time, mixing grade levels rather than keeping grades regularly separate creates a positive diverse environment.

The most instrumental practice to our school's success is a rich, robust and safe learning environment.