



# Alta Loma Middle school

116 Romney Ave. • South San Francisco, CA 94080-2141 • 650.877.8797 • Grades 6-8

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<https://alms.schoolloop.com/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### School Description

Alta Loma Middle School is located in the city of South San Francisco, a growing biotechnology center and home of the historical sign "South San Francisco: The Industrial City" which can be seen from both air and land. There are currently nine elementary schools, three middle schools, two high schools, one continuation high school, an adult program and a pre-school program in South San Francisco Unified School District. Alta Loma Middle School was established in 1957, and during the 2018-19 school year 702 students were enrolled in grades six through eight on a A/B Block schedule. Alta Loma Middle School has a strong curriculum that teaches the Common Core State Standards and reflects the interest and needs of our students. Alta Loma Middle School is a Professional Learning Community as teachers collaborate often to deliver quality lessons and evaluate student assessment results. Teachers are designing lessons that teach our students 21st Century Learning Skills: collaboration, communication, critical thinking, and creativity. Once a semester the staff will implement a school wide cross curricular based project, by grade level, involving all teaching disciplines. Computer technology, physical education, art, along with a library program that gives access to a rich variety of literature are some of the amenities available to students. Student technology use is important in instruction and learning. The ratio of students to computers is 2.5 to 1. Language Arts, Mathematics, Social Studies and Science departments each hold a Family Night to bring the Alta Loma Community together to participate in subject-related games to give parents an idea of the curriculum and standards students are learning in middle school. In addition, there is a student mentorship, anti-bullying program, recognition program and positive incentive program that contributes to a safe and positive learning environment. Individual student needs are taken into consideration at Alta Loma Middle School. Academic Instruction and Academic Support Classes, Speech and Language Program, English Language Learner programs, school counseling program, and an outreach counseling service: Youth Services Bureau are important parts of the educational program. In addition, Alta Loma Middle School has an outstanding instrumental music program where 20% of our students participate in one or more of the following bands: Beginning Band, Intermediate Band, Advanced Band, and Jazz Band. Alta Loma Middle School has a Response to Intervention Academic and Behavior Plan that is designed to improve student learning and behavior. Alta Loma's sports program, which involves a large percentage of the student population, is supported by the South San Francisco Parks and Recreation Department, parents, and staff. At the end of 2015-16 school year we began transforming our outdated library into a 21st Century Learning Commons that will include an Internet Cafe, New fiction and non-fiction books, e-subscriptions, learning carrels and a classroom where teachers can use with their students. Completion of the Learning Commons occurred in 2019 and the phasing in of the Maker Space commenced in the 2019-20 school year.

In 2018-19 the Math After Dark is the first of a series in place to offer parent nights to educate parents on how to cope with middle school children and their academics. This continued to prosper during the 2019-2020 school year. In addition, a Multi-Cultural Night is being planned to augment our celebration of the different cultures that populate our school.

### Mission Statement:

At ALMS, our mission is to ensure that our students grow into lifelong learners who can express their thinking and show social and emotional intelligence.



#### South San Francisco Unified School District

398 B. Street  
South San Francisco, CA 94080  
650.877.8700  
[www.ssfusd.org](http://www.ssfusd.org)

#### District Governing Board

- Patricia A. Murray
- Eddie Flores
- Daina R. Lujan
- John C. Baker
- Mina A. Richardson

#### District Administration

- Shawnterra Moore, Ed.D.  
**Superintendent**
- Keith B. Irish  
**Assistant Superintendent, Educational Services and Categorical Programs**
- Jay Spaulding, Ed.D.  
**Assistant Superintendent Human Resources and Student Services**
- Ted O  
**Assistant Superintendent, Business Services**
- Karla Groth, Ed.D.  
**Director English Learner Programs, Categorical Programs and Special Projects**
- Jason Brockmeyer  
**Director of Innovation, Community Outreach and Special Projects**
- Valarie Garrett, Ed.D.  
**Director of Student Performance, Program Evaluation, and Instructional Interventions**
- Ryan Sebers  
**Director of Student Services**
- Sabrina Yacoub  
**Director, Pupil Personnel Services and Special Education**
- Joseph Siam  
**Director of Technology**
- Ronald Vose  
**Director of Facilities and Safety**
- Fran Debost, MS, RDN  
**Director of Nutrition Services and Distribution**

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	231
Grade 7	234
Grade 8	235
<b>Total Enrollment</b>	<b>700</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	10
Filipino	26
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	2.3
White	9
Two or More Races	6
Socioeconomically Disadvantaged	34.1
English Learners	10.3
Students with Disabilities	16.9
Foster Youth	0.1
Homeless	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Alta Loma Middle	17-18	18-19	19-20
With Full Credential	34	32	35
Without Full Credential	0	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	◆	◆	427
Without Full Credential	◆	◆	11
Teaching Outside Subject Area of Competence	◆	◆	2

### Teacher Misassignments and Vacant Teacher Positions at Alta Loma Middle school

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Study Sync/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Digits/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Focus on Science/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw Hill Impact California Social Studies Grades 6 - 8/2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe/McGraw-Hill-Teen Health / Gr 6-8 / 1999-2000 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Alta Loma Middle School was built in 1957. The school has 34 teaching stations, MUR, Library and Administration Offices providing education for grades 6-8. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	51	47	50	52	50	50
Math	40	41	43	44	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.6	24.2	33.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	700	689	98.43	47.09
Male	368	361	98.10	37.22
Female	332	328	98.80	57.93
Black or African American	--	--	--	--
Asian	71	70	98.59	71.43
Filipino	171	170	99.42	62.35
Hispanic or Latino	320	311	97.19	34.19
Native Hawaiian or Pacific Islander	17	17	100.00	35.29
White	64	64	100.00	35.94
Two or More Races	52	52	100.00	63.46
Socioeconomically Disadvantaged	293	285	97.27	35.21
English Learners	187	179	95.72	26.97
Students with Disabilities	126	125	99.21	14.52
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	699	692	99.00	41.04
Male	367	361	98.37	37.67
Female	332	331	99.70	44.71
Black or African American	--	--	--	--
Asian	71	71	100.00	69.01
Filipino	171	170	99.42	58.82
Hispanic or Latino	319	313	98.12	23.64
Native Hawaiian or Pacific Islander	17	17	100.00	35.29
White	64	64	100.00	37.50
Two or More Races	52	52	100.00	57.69
Socioeconomically Disadvantaged	292	287	98.29	25.44
English Learners	186	181	97.31	20.99
Students with Disabilities	126	125	99.21	17.60
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parents and the community are very supportive of the educational programs in the South San Francisco Unified School District. The Parent Teacher Association (PTA) plays an active role in the community and at Alta Loma Middle School through fundraising, hospitality, and special activities. Parents may also volunteer at school events such as the All Grade Levels' Field Trip, Science Night, Family Math Night, Family Literacy Night, Family Social Studies Night, Band concerts/tours and chaperoning students on field trips. English Language Learners' parents are involved in their child's education and policy decision making through active participation in the ELAC meetings. Parents sit on the School Site Council and are responsible for improving the effectiveness of the school and improving the academic program as well as approve the site allocated funds that make up the school site budget. Local community partnerships include Round Table Pizza, Lion's Club, Simply Uniforms, and Costco. Alta Loma Counselors host College Night annually to inform parents of how to prepare their child for the college of their choice. Alta Loma introduced Parent Education Nights to educate parents on how to cope with their middle school child through these developmental years. Principal Coffee chats are held every month on the third Friday for parents to share and learn from each other.

To learn more about specific opportunities for getting involved, please contact the school principal, Michael Reichle, at 650-877-8797 or mreichle@ssfusd.org

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of an emergency planning: mitigation, preparedness, response and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communications with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System (Big 5) and is aligned with the detailed District Emergency Management Handbook. Alta Loma has a full time campus supervisor. Administration works closely with the South San Francisco Police Department through the School-Police Liaison Program.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.2	7.1	6.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	466.7

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	7	4	8	22	9	6	7	24	7	8	5
Mathematics	21	10	4	8	20	12	4	8	22	7	10	4
Science	22	7	7	6	23	8	1	11	20	9	9	5
Social Science	28	4	4	8	27	4	4	9	25	5	10	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

3 calendar days are provided by the district for professional development related to the identification of common, essential standards and the study and unpacking of them. In addition, we are analyzing the Common Formative Assessment data with the data tool protocol provided by the district. The PD offered during staff meetings and specifically to the administrative council are related to the strengthening of the cycle of inquiry and continuous improvement efforts of Professional Learning Communities (PLC) in coordination with the data analysis training being featured this year.

Teacher leaders on math and ELA TLT (Teacher Leadership Teams) will be provided 4 PD days to facilitate, analyze and lead the data dissemination process and further planning of scope and sequence.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Title II, Part A – Teacher Quality; Title III, Part A – Limited English Proficient (LEP); Federal Special Education, Entitlement per UDC; Special Education Master Plan; Special Education Transportation; Instructional Materials

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	1,515.24	1,185.71	329.53	\$80,994
District	N/A	N/A	5,343.90	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-176.8	0.0
School Site/ State	-182.3	5.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.