



**Alta Loma
Middle School**

Home of the Ram Family



SSFUSD VISION



SSFUSD

STRENGTHENING OUR SYSTEMS

the GAS TANK BENCHMARKS

checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

the STEERING WHEEL INSTRUCTION

guiding our learning objectives
ENGAGES US + TAKES US FORWARD

the GPS NAVIGATION

our goals
LCAP, DEPT. SITE, TEAM, TCHR.

FFME - A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, or SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

the ENGINE PERFORMANCE MANAGEMENT MEETINGS

showcasing data + progress
ILTs, PLCs, DEPT. MEETINGS

EVERYONE DRIVES the CAR AT HIS or HER OWN LEVEL.

the SEATS CURRICULUM

defines the skills to be taught
STANDARDS, RIGOR, RELEVANCE

the WHEELS SYSTEMS of ASSESSMENT

sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

the MIRRORS PROFESSIONAL LEARNING SYSTEM

reflecting + growing in our professional practices

EQUITY



ALMS Site Goals

1 By the Spring of 2024, students will increase by 5% in schoolwide performance for both math and ELA when compared to the 2020-21 schoolwide CAASPP data in both ELA and math.



LLCAP Goal 1: Academic Achievement -
C.A.R Achievement
Cycle of Inquiry Work, Grades, Department,

2 By the Spring of 2024, Alta Loma staff (classified and certificated) will demonstrate the ability to: (a) support Common Core State Standards education aligned with our district priority standards initiative for all students, (b) integrate current educational technology practices and (c) create a safe and positive learning environment for all students as measured by CAASPP data, the California State Dashboard data, as well as Healthy Kids surveys, or other site-specific survey data



LLCAP Goal 2: Professional Development -
C.A.R Achievement/ Relationships
Sitewide Policies, PLC Work, Literacy Strategies,
Academic Vocabulary, Grade Analysis

3 By the Spring of 2024, all students will exhibit a 3% decrease in absenteeism and a 3% decrease in rate after participating in, the schools PBIS, SEL and Restorative programs, counseling approaches and school extracurricular activities.

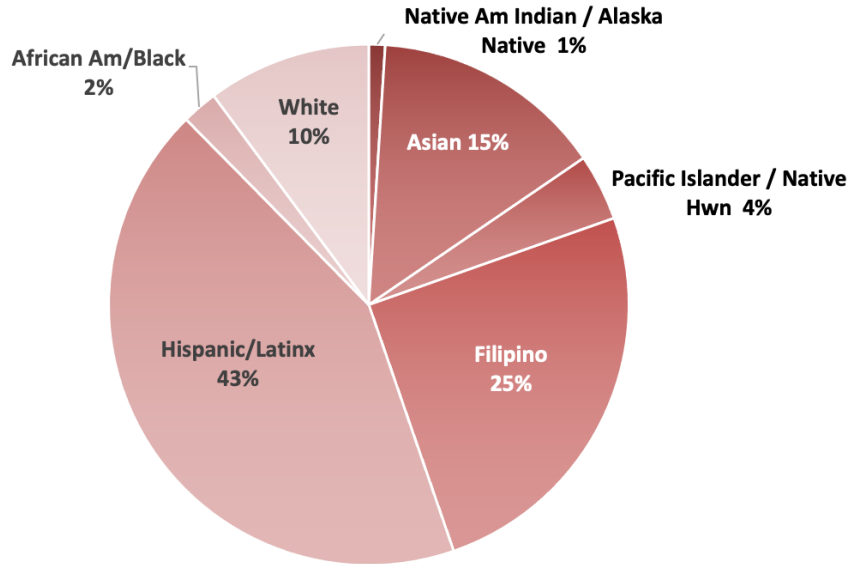


LLCAP Goal 3: Student, Parent &
Community Engagement
C.A.R Communication / Relationships
Community Circles, Restorative Practices,
School Site Abassadors, Mentor Program, PBIS

Alta Loma Middle - student population



Students by Race/Ethnicity



As of 3/14/2022, 11 students in Virtual Independent Study

Students by Grade Level

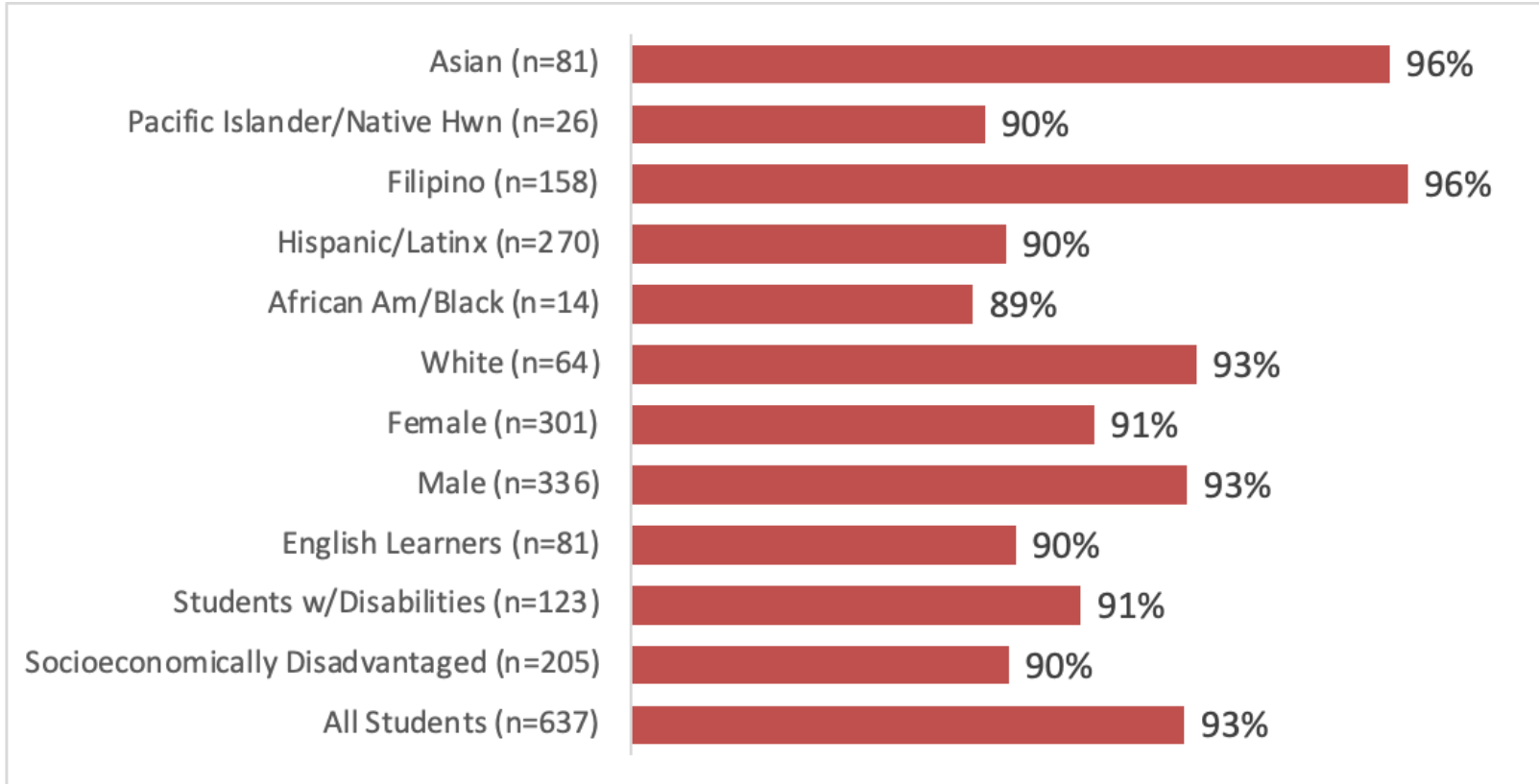
6th	7th	8th
211	198	228

Students by Program Group

Student Group	#	%
Female	301	47%
Male	336	53%
English Learners	81	13%
Students with Disabilities	123	19%
Socioeconomically Disadvantaged	205	32%
Total	637	

Alta Loma Middle - attendance snapshot

Average attendance by cohort group (2/07 - 3/11):

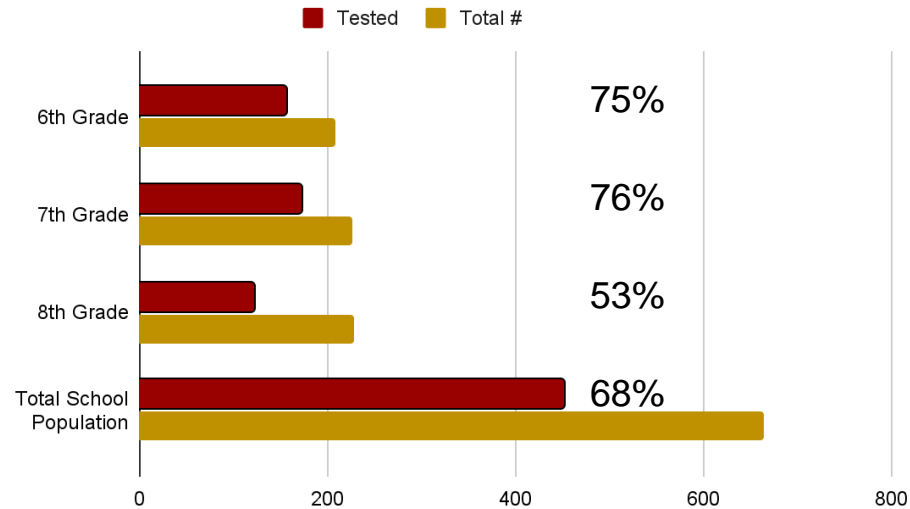


** To protect student privacy, data for student groups with fewer than 10 students is not displayed. For ALMS, this includes the Native American Indian/Alaska Native (n=8) and Decline to State (n=6) groups.*



CAASPP Data

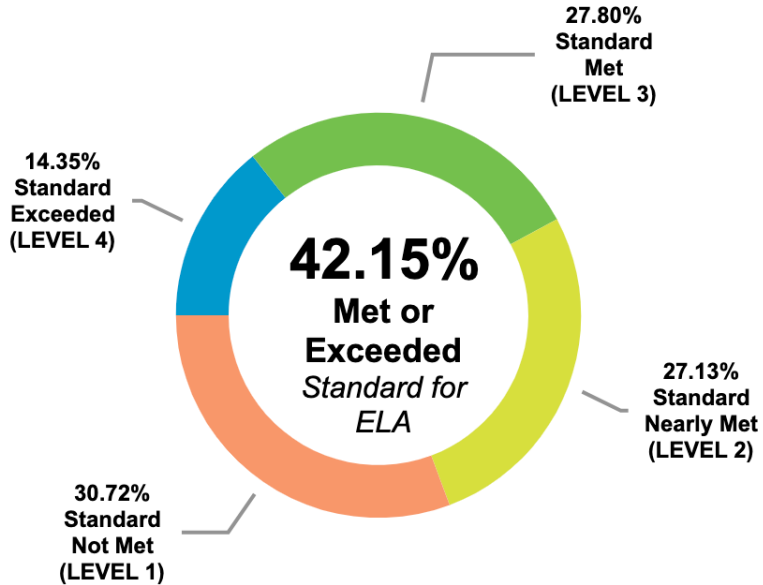
ALMS 2020-21 Student Testing Population



ELA CAASPP DATA

ELA

Percent of students within each achievement level



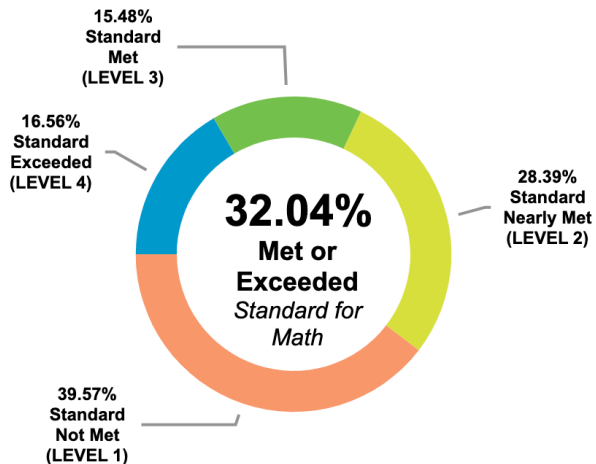
Student Group	% Met or Exceeded Standards
Students with Disabilities	9.09%
EL	5.08 %



Math CAASPP Data

Mathematics

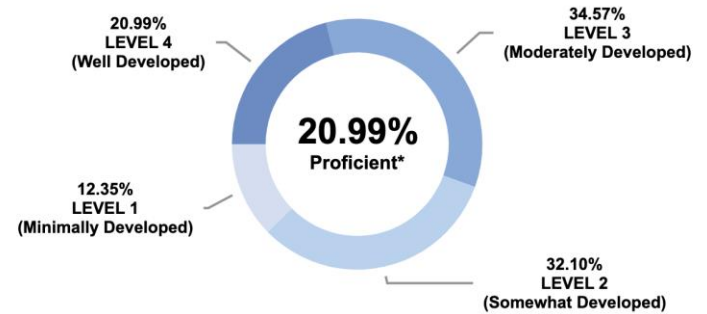
Percent of students within each achievement level



Student Group	% Met or Exceeded Standard
Students w/ Disabilities	5.64%
EL	1.54%

ELCAP Summative Scores

English Language Proficiency for Summative ELPAC



Percentage of Students at Each Performance Level

Overall Performance

Performance Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Level 4	8.33 %	N/A	19.05 %
Level 3	25.00 %	N/A	19.05 %
Level 2	29.17 %	N/A	42.86 %
Level 1	37.50 %	N/A	19.05 %



Action Items 2021-22

Academic Centers

- After School/ Lunch time
- 2 times a week
- Teacher lead
- Grade Level Specific
- Tailored to individual student needs
- Virtual & in-person
- Peer tutors

Math After Dark

- Virtual Study Session in evenings
- Parents & Students Welcome
- Essential Standards

Tutoring

- Paper.co
- Peer Tutors

Counseling Support

- Academic Check ins
- SEL check ins
- Student study teams
- Groups (Calm, Socialization Group)

Programs

- Flowcabulary
- IXL Math & ELA
- Academic Vocabulary
- Site-wide Literacy Strategies

Mental Health Resources

- YSB, individual & group
- CareSolace & Daybreak



Targeted Support SWD

- ⇒ Semester Progress Reports on Goals
- ⇒ Quarterly Grade Analysis
- ⇒ Push in classes to support resource students
- ⇒ Target goals embedded in the IEP
- ⇒ Focus group during PLC Cycle of Inquiry Process
- ⇒ Site-wide Professional Development from ED Specialist

Targeted Support ELD

- ⇒ Quarterly Progress Reports
- ⇒ ELD Elective
- ⇒ Quarterly Grade Analysis
- ⇒ Focus group during PLC Cycle of Inquiry Process
- ⇒ Parent Night for our ELD Families
- ⇒ Site-Wide Professional Development from ELD TOSA/ Literacy Committee
 - Academic Vocabulary Toolkit
 - Talking to the text
 - HGO (Hypothetical Graphic Organizer)



Teacher Identified Needs &/ or Programs

PBIS Tier I

- Community Building lunch activities
- School Community Building days (Halloween Carnival & Holiday Follies)
- Music and Lunch

PBIS Tier II

- Mentor Program
- Academic Centers
- Community/ Restorative Circles
- Safe School Ambassadors Program (SSA)



Wellness

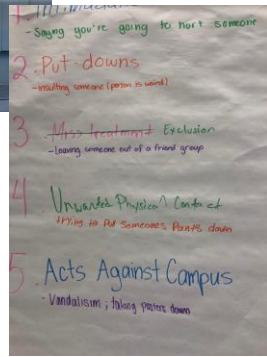
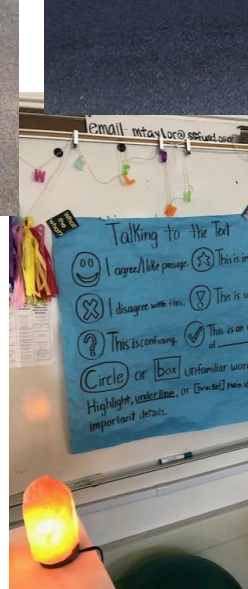
- SEL Lessons
- Peace Corners

Equity

- Review of school policies
- School-wide Policies

Academic Fun

- Week of Welcome
- Jr. Honor Society
- Student of the Month
- Honor Roll
- Merit Roll
- High Honors
- Helix Cup Competition
- Monthly Academic Vocabulary Challenge
- Physical Fitness All Stars



Building Community

- Week of Welcome
- Student vs. Staff games and competition
- Grade Level Team Assemblies/ Activities
- Clubs
- Lunchtime Activities
- Band & Drama Performances

