



RAM FAM
FAMILY
ALBUM
2019-2020

THE BEST OF
WHAT WAS,
WHAT IS, AND
WHAT IS TO COME!

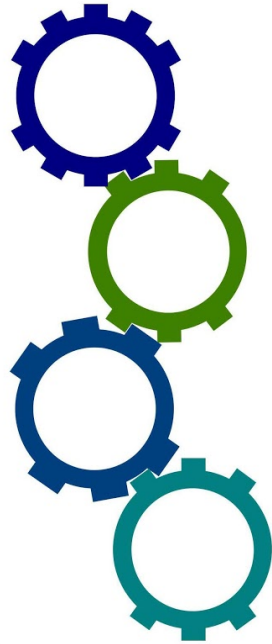
2019-2020
SSFUSD Leadership Team
#Believe



PART OF A
BIGGER
STORY

WHERE OUR
JOURNEY BEGINS

South San Francisco Unified School District Vision



Experiencia
Experience

Explorar
Explore

Fomentar y Cultivar
Embrace

Sobresalir
Excel

In South San Francisco Unified School District we pride ourselves on providing students with relevant learning **EXPERIENCES**, giving them opportunities to **EXPLORE** and cultivate innovation and collaboration. We will foster and **EMBRACE** diversity of people and diversity of thought, while pushing all students to **EXCEL** in order for them to grow into resilient and confident people.

PROVIDE RELEVANT LEARNING EXPERIENCES

Students will...

- Thrive as learners by engaging in experiences driven by intellectual curiosity, desire for cultural competence and discovery.
- Learn in welcoming environments that provide differentiated approaches, experiential opportunities. Respect cultures, values, traditions, and points of view that are not their own.

CULTIVATE INNOVATION AND COLLABORATION

Students will...

- Explore the possibilities of connecting interests and talents to result in viable college and career options.
- Share and collaborate with peers and adults of varying cultural backgrounds to attain personal and academic growth.

FOSTER DIVERSITY OF PEOPLE & DIVERSITY OF THOUGHT

Students will...

- Respect cultures, values, traditions, and points of view that are not their own.
- Connect with and contribute to communities and cultures beyond the classroom.

GROW RESILIENT AND CONFIDENT PEOPLE

Students will...

- Engage in programs that promote their development as well rounded members of local and global communities.
- Accept that failure is a vital part of becoming an independent thinker while not accepting failure as the final results.
- Succeed as an individual thinker and as part of a culturally diverse group.
- Tackle complex problems and acquire the skills and knowledge that qualify them for the chosen future. Connect with and contribute to communities and cultures beyond the classroom.

MODEL 4E

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LOOKING COMPLETELY AT PROGRESS)

LCAP GOAL 1

Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

LCAP GOAL 2

Professional Development

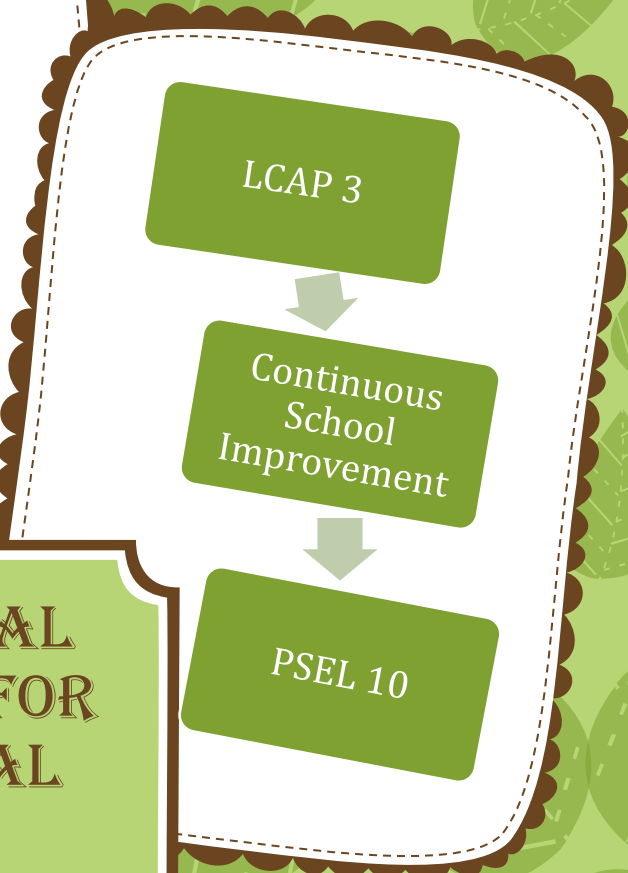
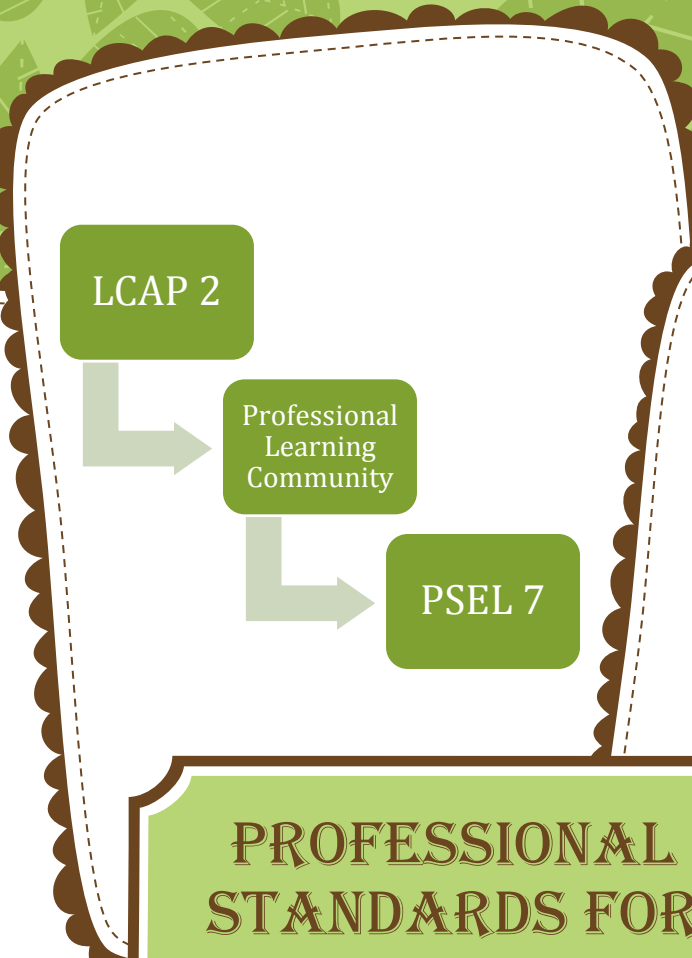
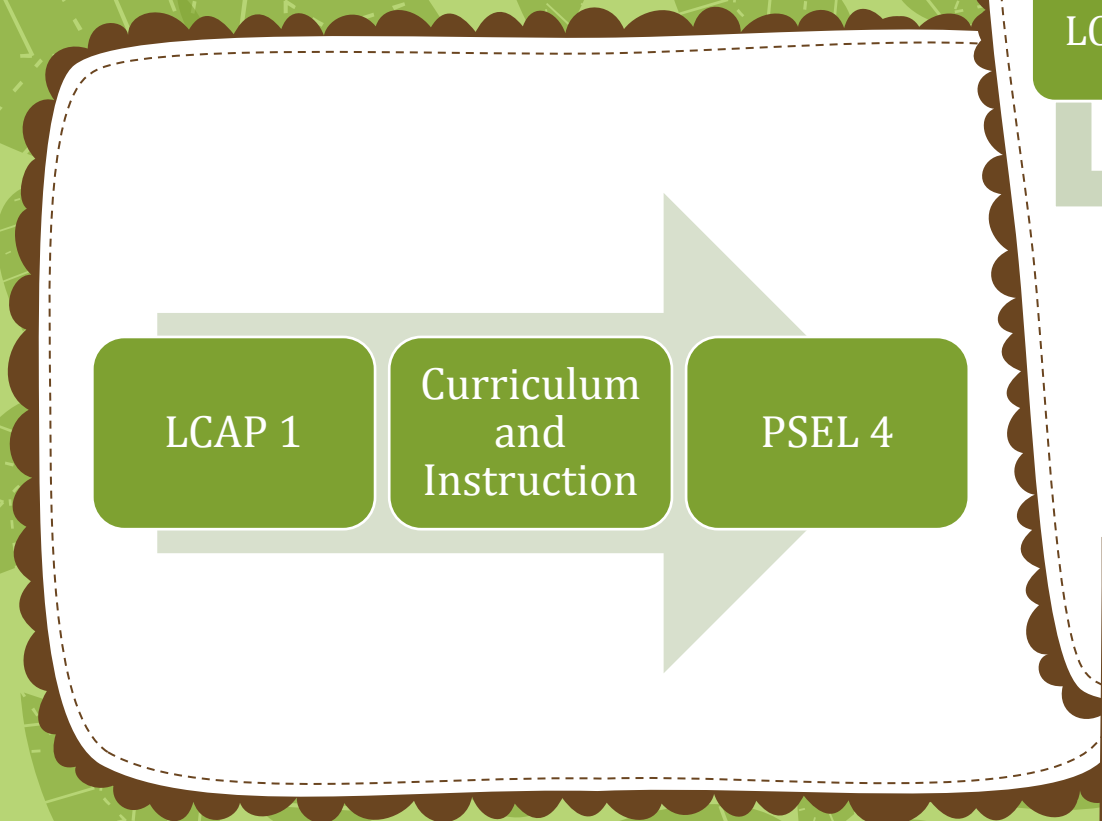
Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

LCAP GOAL 3

Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

PRINCIPAL LANDMARKS ALONG THE WAY



PROFESSIONAL
STANDARDS FOR
EDUCATIONAL
LEADERS
PSEL

*At Alta Loma Middle School,
our mission is to ensure
our students grow into
lifelong learners
who can express their thinking
and show social and emotional
intelligence.*

SNAPSHOTS OF ALMS

HOW THE JOURNEY LOOKS LIKE AT OUR SCHOOL

**MAJOR STOP ON OUR JOURNEY
CONSTRUCTION ALONG THE WAY**





SCHOOL PERFORMANCE OVERVIEW

Alta Loma Middle

Explore the performance of Alta Loma Middle under California's Accountability System.

Generate PDF Report 

View All Schools

View Additional Reports 

2019 ▾

Chronic Absenteeism



Yellow

Suspension Rate



Green

English Learner Progress



No Performance Color

English Language Arts



Orange

Mathematics



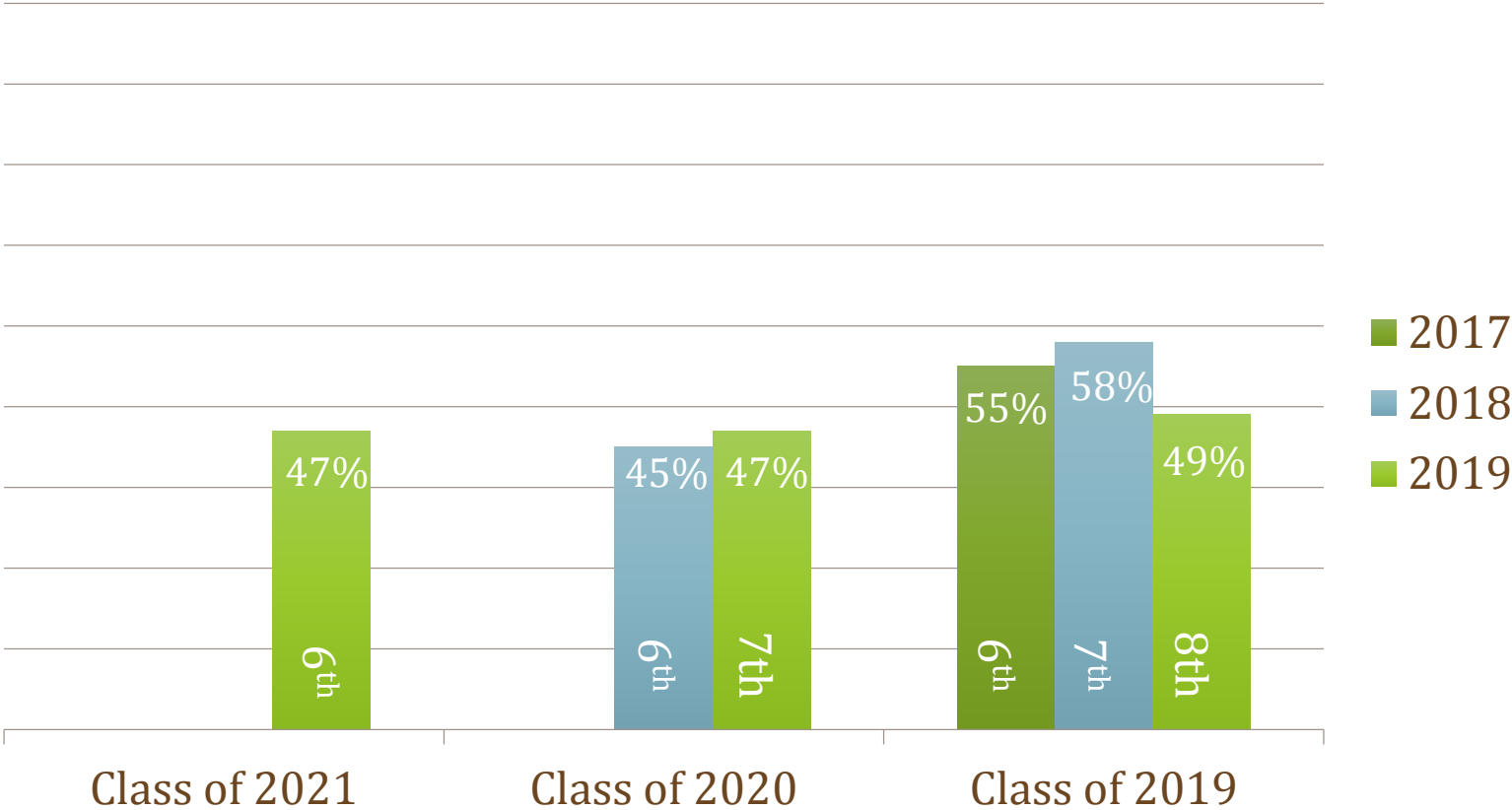
Orange

ALMS CAASSP DATA

2017 to 2019 Cohort Comparison

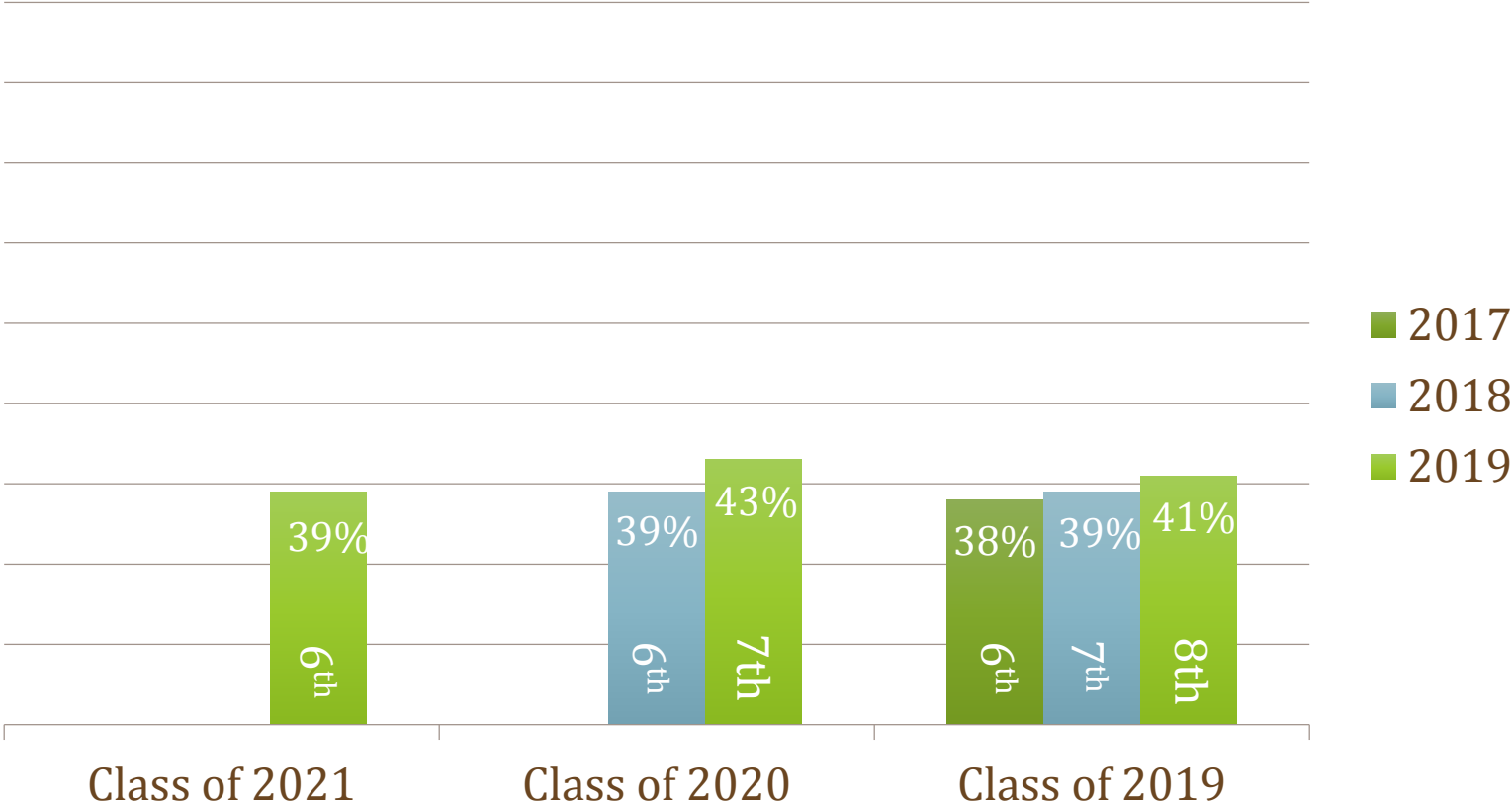
COHORT COMPARISON 2017-2019

ENGLISH-LANGUAGE ARTS



COHORT COMPARISON 2017-2019

MATH



FUELING UP WITH CURRICULUM AND INSTRUCTION

SCHOOL-WIDE
EMPHASIS ON
LITERACY

DISTRICT
CURRICULUM
ADOPTIONS

WALK THROUGHS
AND FEEDBACK

COORDINATED SCOPE
AND SEQUENCE
BASED ON
CURRICULAR
LAUNCH DOCUMENTS

STOPS FOR TEACHER PROFESSIONAL LEARNING

PLC - CYCLE OF INQUIRY

PD – FOCUSED ON
COLLECTIVE EFFICACY

TLT – SCOPE AND
SEQUENCE

COMMON FORMATIVE
ASSESSMENT

DATA ANALYSIS TOOL

ASSISTANCE TO
NEW TEACHERS

- Gatherings
- Observation Opportunities
- BTSA

ON THE ROAD TO CONTINUOUS SCHOOL IMPROVEMENT

ADVISORY

- SPLIT LUNCH
- ACADEMIC HELP OPPORTUNITY
- FORGING POSITIVE PERSONAL RELATIONSHIPS

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

- ALU
- MORE INCENTIVES
- HEALTHY COMPETITIONS

SCHOOL IMPROVEMENT COMMITTEES BASED ON MISSION STATEMENT

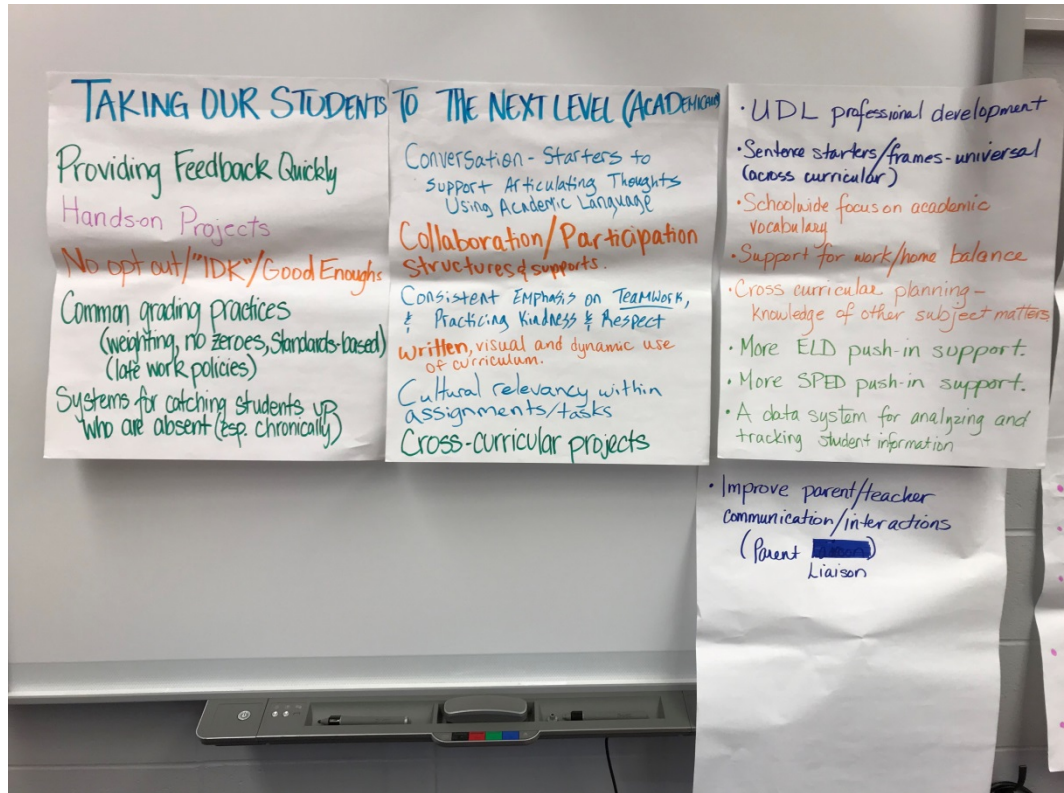
- ACADEMIC
- SOCIAL - PBIS
- EMOTIONAL – MINDFULNESS, PEER MENTORING, TIER 3 (PBIS)

LEADERSHIP TEAM

NEXT SLIDE PLEASE

THE BIG 5 ROADMAP TO OUR NEXT STOP ALONG THE JOURNEY

Administrative Council



1. Schoolloop - consistency in posting assignments, grades, email responses
2. Consistent high expectations (rigor)
3. Citizenship (interacting with others)
4. Common grading practices (weighting, no zeroes, standards-based, late work, policies)
5. Universal Design for Learning (UDL) - professional development

PICTURES IN OUR ALBUM



