



<https://altaloma.ssfusd.org/>



# District Vision & LCAP Goals

## 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 4

### Special Education

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.



## 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.

# District Priorities

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

C) Strengthen Leadership Capacity



# 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.



**LCAP Goal 1:**

**Academic Achievement**

**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



**LCAP Goal 2:**

**Professional Development**

**3**

By the Spring of 2024, all students will exhibit a 3% decrease in absenteeism and 3% increase in

participation, as shown through the schools PBIS, SEL and Restorative programs, counseling approaches and school extracurricular activities.



**LCAP Goal 3:**

**Student, Parent &  
Community Engagement**

**4**

By the Spring of 2024, after receiving instruction guided by the district approved curriculum/programs, all Alta Loma students with an IEP will demonstrate a 3% growth in ELA and math when compared to the 2020-21 schoolwide scores in both ELA and math



**LCAP Goal 4:**

**Special Education**



# ALMS Action Steps

## Strengthening Leadership Capacity

- Developing Leadership  
Team-CIC w/ Equity Focus
- Expanding Leadership roles

## Student Achievement

- Equity in the classroom
- What do grades mean
- Department and Grade  
Level Cycle of Inquiry
- Data Collection
- Culture and Climate work

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 SEATS**  
**CURRICULUM**

defines the skills to be taught  
STANDARDS, RIGOR, RELEVANCE



**the ENGINE**  
**PERFORMANCE MANAGEMENT MEETINGS**

showcasing data + progress  
ILTs, PLCs, DEPT. MEETINGS

EVERYONE DRIVES the CAR AT HIS or HER OWN LEVEL.

**the WHEELS**  
**SYSTEMS of ASSESSMENT**

sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

# EQUITY

**the MIRRORS**  
**PROFESSIONAL LEARNING SYSTEM**

reflecting + growing in our professional practices

# The Ram Way & Community Relationship

## The Ram Way

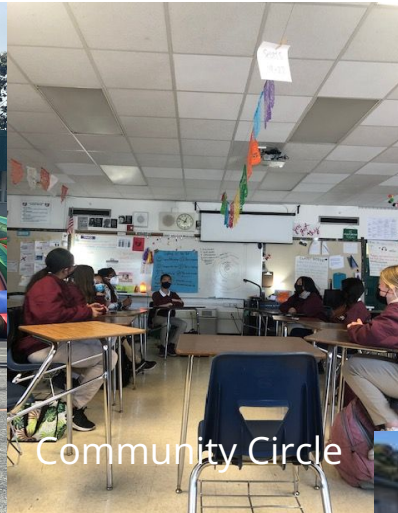
- Student Voice/Focus Groups
- Reboot and focus on PBIS
- Spirit Days/ Music & games
- Community Circles/Restorative Circles
- Passion Projects
- School Safe Ambassadors Program (SSA)
- Student Clubs
- Whole School/Grade Level assemblies
- Student Vs. Staff Competitions/ Sports events
- Someday Wish



## Community Relationships

- Parent feedback
- Inaugural Community Day- Fun engagement between families and staff
- Academic Night
- Turkey Trot
- Multicultural Night
- Student Performances
- Newsletters





Community Circle



 **COMMUNITY MATTERS** | Safe School Ambassadors<sup>SM</sup>



# CIC

## Essential Question(s):

- A. What do our grades mean?
  - a. An A represents?
  - b. A C represents?
  - c. A F represents?
- B. What is essential to a summative assessment?
  - a. What do our current assessments have?
  - b. What do our current assessments lack?

## Findings:

- A. No universal understanding of what a grade of an A represents

Next steps: we need school-wide calibration and training

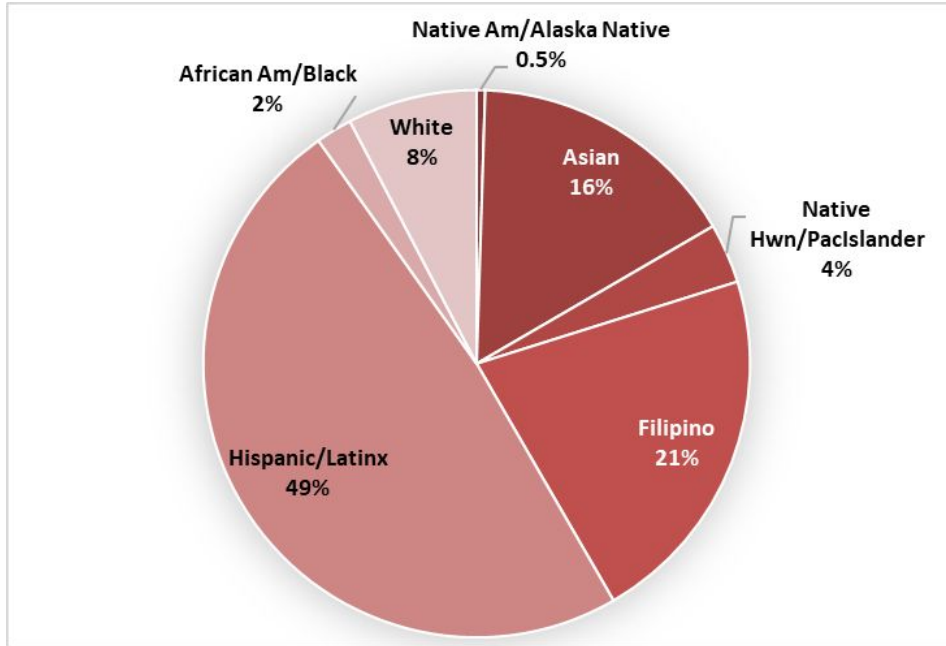
- B. The focus on assessments is different for each teacher

Next Steps: assessments should only measure student level mastery of standards

# Alta Loma Middle - student population



### Students by Race/Ethnicity



### Students by Grade Level

6th	7th	8th
203	232	208

### Students by Program Group

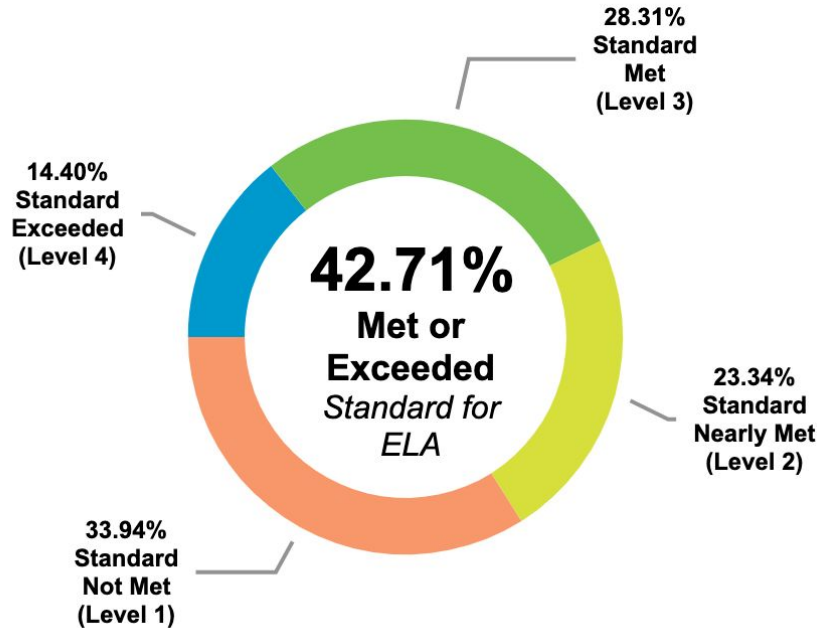
Student Group	#	%
Female	311	48%
Male	332	52%
English Learners	86	13%
Students with Disabilities	143	22%
Socioeconomically Disadvantaged	247	38%
<b>Total</b>	<b>643</b>	



# ELA CAASPP DATA -2022 - 2023

## ELA

Percent of students within each achievement level



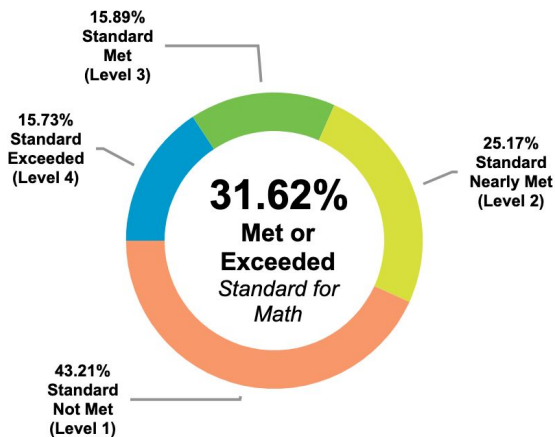
Student Group	Change in Met or Exceeded Standards
All Students	-8.8
Students with Disabilities	+1.86%
EL	-10.53



# Math CAASPP Data - 2022 - 23

## Mathematics

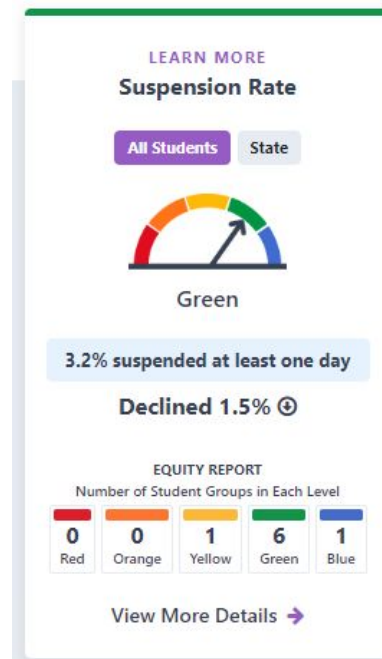
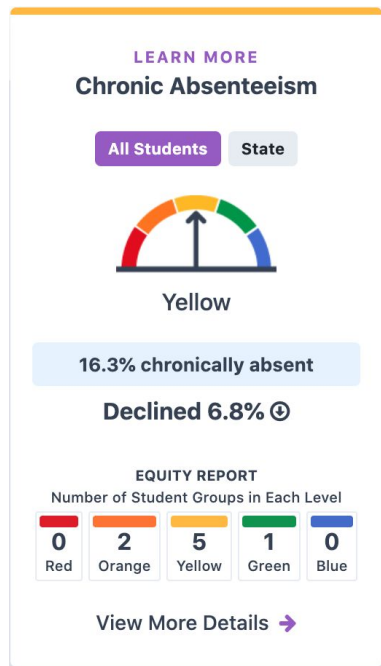
Percent of students within each achievement level



Student Group	% Met or Exceeded Standard
All Students	-3.09
Students w/ Disabilities	+3.8
EL	-2.4



# Attendance Data/ Discipline Data



# 23-24 Supports

## Daily Schedule response:

- Increased staff for our ELD & SPED (Certificated & Classified)
- We have implemented push in/ pull out (DELD) support in ELA for our ELD students- allowing for intervention/support during the school day
- We have increased time for the push in and pull out support model in ELA & Math for our SPED students, (allowing for intervention during the school day).

## Student Response:

- Sown to Grow SEL support
- Wellness Counselor

## Teacher response:

- Teachers completed GLAD training over the summer of 2023
- ELD team meetings and cycle data
- Focus on grade level standards and increasing the rigor
- CIC work
- ELD Co-hort of teachers to monitor students

- Student Climate Focus Groups
- Academic Centers
- Mentor program



Thank you

