Alta Loma Middle school

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Alta Loma Middle school
Street	398 B Street, South San Francisco, CA 94080-4423
City, State, Zip	South San Francisco, CA 94080-2141
Phone Number	650.877.8797
Principal	Nina Mendez
Email Address	nmendez@ssfusd.org
School Website	https://altaloma.ssfusd.org
Grade Span	6-8
County-District-School (CDS) Code	41690706059976

2025-26 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650.877.8700
Superintendent	Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website	https://www.ssfusd.org

2025-26 School Description and Mission Statement

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." Alta Loma Middle School has 655 students enrolled in grades six through eight on an 7 period day modified block schedule in 2025 - 26 school year. 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 implement cycle(s) of inquiry to evaluate results of the common assessment(s). Teachers are designing lessons that teach our students a

2025-26 School Description and Mission Statement

variety of Learning Skills: collaboration, communication, critical thinking, and creativity. Science of Technology, Medical Detective, Animation & Robotics, Design and Modeling, Financial Literacy, drama, computer science, physical education, art, music, Spanish language and Leadership are some of the courses available to students. The ratio of students to computers is 1 to 1. Alta Loma holds family Academic Nights and Cultural 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 are various programs/activities which contribute to a safe and positive learning environment (i.e., Leadership elective, recognition program, and Positive Behavior Intervention System or PBIS program, SQUAD and SSA). Individual student needs are taken into consideration at Alta Loma Middle School. SDC classes, RSP, Speech and Language Program,Multi 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 17% of our students participate in one 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.

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	219
Grade 7	215
Grade 8	238
Total Enrollment	662

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.9
Asian	17.3
Black or African American	0.6
Filipino	22.1
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	7.2
White	7.4
English Learners	16.6
Foster Youth	0.3
Homeless	3.5
Migrant	0.3
Socioeconomically Disadvantaged	38.7
Students with Disabilities	16.7

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.2	76.11	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	1	2.79	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	10.95	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	3.6	10.11	41.4	9.47	15831.9	5.67
Total Teaching Positions	35.7	100	437.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.8	77.79	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	1.3	3.77	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.5	18.41	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.5	0.12	14303.8	5.15
Total Teaching Positions	35.7	100	425.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.6	55.38	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	15.2	40.86	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	1.3	3.74	18.6	4.18	13705.8	4.91
Total Teaching Positions	37.2	100	446.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.90	6.5	15.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.90	6.5	15.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15	19.7	44
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.7	5	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync/2017	0%
Mathematics	Pearson Digits/2015	0%
Science	Green Ninja Science (Imagine Learning, 2022)	0%
History-Social Science	McGraw Hill Impact California Social Studies Grades 6 - 8/2019	0%
Foreign Language		0%
Health	Glencoe/McGraw-Hill-Teen Health / Gr 6-8 / 1999-2000	0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

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

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements
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 facility's work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Fair Repair Status
Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed:

School Facility Conditions and Planned Improvements

- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected: September 2025
- The Overall Rating: 95.92%

Year and month of the most recent FIT report	September 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Exemplary
Safety: Fire Safety, Hazardous Materials	X			Exemplary
Structural: Structural Damage, Roofs	X			Exemplary
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	50	49	49	47	48
Mathematics (grades 3-8 and 11)	33	35	38	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	650	631	97.08	2.92	49.76
Female	318	308	96.86	3.14	55.84
Male	332	323	97.29	2.71	43.96
American Indian or Alaska Native	--	--	--	--	--
Asian	111	111	100.00	0.00	72.07
Black or African American	--	--	--	--	--
Filipino	145	143	98.62	1.38	64.34
Hispanic or Latino	281	269	95.73	4.27	34.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	51.06
White	47	43	91.49	8.51	44.19
English Learners	93	88	94.62	5.38	5.68
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	54.55
Military	0	0	0	0	0
Socioeconomically Disadvantaged	261	248	95.02	4.98	37.10
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	106	95	89.62	10.38	10.53

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	651	634	97.39	2.61	34.97
Female	318	309	97.17	2.83	36.89
Male	333	325	97.60	2.40	33.13
American Indian or Alaska Native	--	--	--	--	--
Asian	111	111	100.00	0.00	65.77
Black or African American	--	--	--	--	--
Filipino	145	143	98.62	1.38	47.55
Hispanic or Latino	282	273	96.81	3.19	16.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	47	97.92	2.08	40.43
White	47	44	93.62	6.38	29.55
English Learners	93	89	95.70	4.30	5.68
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	35.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	262	250	95.42	4.58	20.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	107	98	91.59	8.41	9.18

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.36	24.23	33.08	34.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	233	227	97.42	2.58	24.23
Female	117	114	97.44	2.56	23.68
Male	116	113	97.41	2.59	24.78
American Indian or Alaska Native	--	--	--	--	--
Asian	37	37	100.00	0.00	43.24
Black or African American	--	--	--	--	--
Filipino	50	50	100.00	0.00	38.00
Hispanic or Latino	111	108	97.30	2.70	12.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	16	13	81.25	18.75	23.08
English Learners	29	28	96.55	3.45	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	89	95.70	4.30	12.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	33	89.19	10.81	3.03

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.6%	99.3%	99.3%	99.3%	99.3%

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 regarding the school district and at each school site.

2025-26 Opportunities for 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.

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 family Academic Nights, Band concerts/tours, and chaperoning students on field trips or end of the year events, PBIS events, and Drama performances. 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 partners in improving the effectiveness of the school and improving the academic program as well as approving the site allocated funds that make up the school site budget. Local community partnerships include Round Table Pizza, Lion's Club, In and Out Burger, MOD pizza and Costco. Alta Loma Counselors host College and Career presentations to provide opportunities for students to think about career and college choices as early as 6th grade. Alta Loma hosts a College and Career Day. 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. Monthly newsletters and weekly emails are sent to parents informing them of the campus culture and activities. We also implemented Community Day and Culture Night year, encouraging staff and families to celebrate students and simply the Alta Loma Community.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	671	658	97	14.7
Female	329	322	47	14.6
Male	342	336	50	14.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	115	114	8	7.0
Black or African American	--	--	--	--
Filipino	146	144	8	5.6
Hispanic or Latino	293	285	63	22.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	47	5	10.6
White	51	49	8	16.3
English Learners	124	118	24	20.3
Foster Youth	--	--	--	--
Homeless	24	23	1	4.3
Socioeconomically Disadvantaged	279	271	58	21.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	114	28	24.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.18	4.96	1.94	3.94	3.3	2.64	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.94	0.00
Female	1.52	0.00
Male	2.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.87	0.00
Black or African American	0.00	0.00
Filipino	1.37	0.00
Hispanic or Latino	2.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.92	0.00
English Learners	2.42	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	3.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.59	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 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. A schedule of emergency drills based on the Big 5 and district guidelines is incorporated in the plan. These drills are conducted and evaluated throughout the year. Alta Loma has a full-time campus supervisor. The administration works closely with the South San Francisco Police Department through the School-Police Liaison Program. The safety plan was reviewed with the faculty on August 11, 2025, and will be reviewed with the staff throughout the year. The School Safety Plan will be reviewed and was ratified by the SSC (School Site Council) in October 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	9	3
Mathematics	25	5	3	8
Science	24	6	2	9
Social Science	24	6	3	8

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	8	10	4
Mathematics	24	5	11	4
Science	24	6	6	7
Social Science	24	6	8	5

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	13	1
Mathematics	27	10	9	5
Science	22	7	9	4
Social Science	21	6	15	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	216.33

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20,038.00	$1,782.00	$10,629.00	$93,267.31
District	N/A	N/A	7627	$99,877.48
Percent Difference - School Site and District	N/A	N/A	32.9	-6.8
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-4.7	-7.0

Fiscal Year 2024-25 Types of Services Funded

Below is a list of the funding sources for ALMS for the 24-25 above listed school year: 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, Local Control Funding Formula (LCFF); Expanded Learning Opportunity Grant; Prop 28.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

Professional Development

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 implementation of the strategic plan with a focus on Exceptional Instruction and Equity centered systems. SSFUSD has focused on defining our graduate aims, and started the implementation of learner progressions.

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3