

FONTANA UNIFIED SCHOOL DISTRICT

# SOUTHRIDGE MIDDLE SCHOOL

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## 2005-06 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired October 2006.

### Principal's Message

*Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.*

-- President John F. Kennedy

Welcome to Southridge Middle School, where we are dedicated to developing our students' greatest abilities!

For the past twenty years, Southridge Middle School has proudly served the surrounding community. Providing education and support to our students and their families is both an honor and a responsibility that we take seriously. At Southridge, we are committed to ensuring success for all students through meaningful learning in a welcoming, safe and nurturing environment. We understand that middle school is a critical time for our students and we work to meet their academic, social and emotional needs with respect, courtesy, and concern. Our approach to working with students is perhaps best reflected in a phrase that we use often when talking with parents: "Your children are our children!"

Southridge Middle School has a strong, dedicated staff of professional educators who are personally committed to meeting the needs of all students. We strive to be leaders in the field of middle school education and to provide instruction and programs that are based on the best educational research and that are responsive to the needs of our students and families. Through a clear mission statement, teamwork and a commitment to continuous improvement, our staff creates an environment that establishes and supports high levels of learning and success for every student.

As you browse our website you will see the many ways in which we work to develop the abilities and talents of our students, from rigorous academic programs to a variety of social, recreational and extracurricular activities. We welcome the opportunity to discuss our efforts in support of student success and we look forward to sharing with you the work that we are doing on behalf of students and families. Please don't hesitate to contact us – my door is always open.

I extend to all of you a sincere wish for a successful and enjoyable school year!

Linda J. Buck  
Principal

### School Mission

Southridge Middle School will ensure learning experiences for student success.

### Parent Involvement

Parents are encouraged to get involved in Southridge Middle School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents are welcome to volunteer to work in the classroom and help with year-end activities and after-school sports activities (i.e., track meets). Events such as Open House, new student orientation, parent conferences, and seasonal music programs provide opportunities for parents to support their child's interests and academic efforts. The School Site Council and English Language Advisory Council provide opportunities for parents to have input on curricular programs and school activities. Several teams of teachers have developed a program to invite parents to work with students on a regular basis.

### District Goals

**LEARNING FOR ALL STUDENTS** Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

**SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS** Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

**QUALITY STAFF PROVIDING QUALITY SERVICE** Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

**SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION** Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

**ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS** Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

The principal maintains an "open door policy" for parents to express their concerns and visit their child's classroom to observe lessons/activities.

School-to-home communication takes place in a variety of formats. Teachers have developed their individual systems either through letters or newsletters to keep parents apprised of class lessons, activities, and student progress. The principal issues a newsletter that features general information covering middle school-related topics and homework tips. On occasion, letters are sent home on an individual basis to address student concerns. ConnectEd is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. The school marquee is kept up-to-date with current events and announcements, and by January 2007, Southridge Middle School expects to launch a new website. By the end of the school year, it is the goal of all Southridge Middle School's teachers to meet and conference with each student's parent(s)/guardian(s). Parents seeking more information about becoming an active member in the school community may contact their child's teacher or the school office at (909) 357-5420.

## School Profile

Southridge Middle School is a single-track, year-round school serving 1,231 students in sixth, seventh, and eighth grades. All seventh and eighth grade students are grouped into teams sharing the same teachers for core content classes. Half of the sixth grade students are also assigned to teams and the remaining 50% receive full-day instruction in a self-contained classroom. The "team structure" enables teachers to collaborate effectively on individual student progress and creates a sense of community for the students.

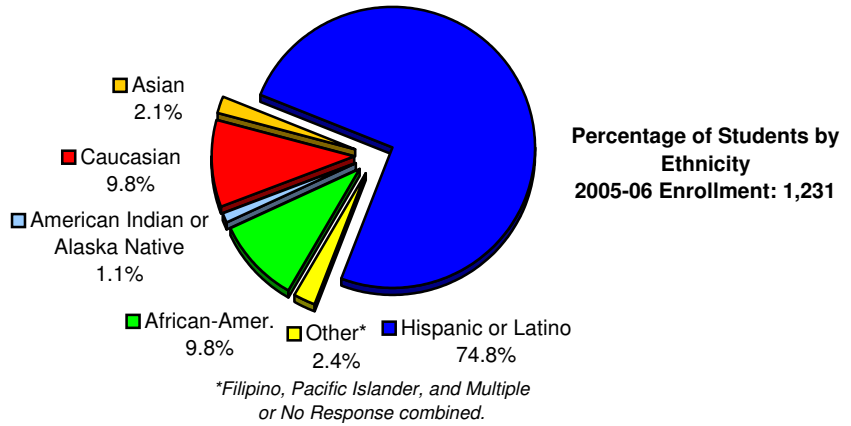
Highly qualified, experienced teaching staff are focused on understanding and meeting the unique needs of middle school students academically, emotionally, and socially, promoting a safe and positive environment every day. All staff share a deep sense of commitment, responsibility, and ownership to each child, recognizing in all areas each student's individual strengths and learning needs. Southridge Middle School invites parents to join the school's efforts in increasing communication to support the learning process, help students experience success in middle school, and prepare students for the high school curriculum.

## Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Southridge Middle School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

### District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state



CAT/6 Test Results All Students Percentage of Students Scoring At or Above Average (50th Percentile Rank)									
	Southridge			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	36	42	44	29	27	28	43	41	42
Math	45	48	48	39	41	39	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

CAT/6 Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06							
	Southridge						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	30	*	*	*	44	*	54
Math	42	*	*	*	46	*	59

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

CAT/6 Test Results Other Numerically Significant Subgroups Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06						
	Southridge					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	41	48	22	39	14	*
Math	45	52	28	45	11	*

and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Southridge Middle School provided individualized intervention programs for those students not meeting grade level proficiency standards.

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

District-Administered Assessments Percentage of Students Scoring at Proficient & Advanced Levels			
	2003-04		
	Grade 6	Grade 7	Grade 8
Reading	27%	21%	27%
Math	43%	15%	39%
Writing	46%	31%	56%
	2004-05		
	Grade 6	Grade 7	Grade 8
Reading	56%	59%	62%
Math	41%	13%	42%
Writing	30%	23%	48%
	2005-06		
	Grade 6	Grade 7	Grade 8
Reading	57%	62%	60%
Math	36%	21%	30%
Writing	23%	15%	54%

## Standardized State Assessments

Students at Southridge Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Aprenda 3 (as of 2005-06), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Southridge			FUSD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	23	36	38	20	25	28	36	40	42
Math	19	27	31	23	26	27	34	38	40
Science			36	9	11	18	25	27	35
History	16	22	21	16	18	17	29	32	33

*Only grades 5, 8, and 10 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.*

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Southridge						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	35	*	52	*	36	*	50
Math	24	*	57	*	29	*	43
Science	33	*	*		34	*	46
History	20	*	*		20	*	32

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2005-06

	Southridge					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	33	43	20	34	10	*
Math	30	32	15	30	11	*
Science	40	32	22	37	5	*
History	26	17	13	21	5	*

### Academic Performance Index (API) Three-Year Performance Comparison

	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		5	5	6
Similar Schools Rank		7	10	10
Results	2006 API Score	Increase/Decrease in API		
Schoolwide - All Students	732	03-04	04-05	05-06
Ethnic Subgroups				
African-Amer.	711	43	35	6
Hispanic or Latino	725	27	40	5
Caucasian	767	22	35	12
Other Subgroups				
Economically Disadvantaged	718	39	40	4
English Learners	694	**	**	1
Students with Disabilities	528	**	**	24

*\*\*A three-year comparison is not available; 2005-06 is the first API cycle that API scores and growth targets will be reported.*

## CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. Blank areas in the adjacent tables indicate that no students were tested in the student group and subject area. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

## California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

## Physical Fitness

In the spring of each year, Southridge Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2005-06 fitness exam, 41.2% of seventh grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

### Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2006 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Southridge Middle School met all 2006 AYP criteria.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program

Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students attending PI schools may transfer to a non-PI school within their district. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2005-06, Southridge Middle School did not participate in the Title I program and is therefore not required to comply with Title I program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ay/](http://www.cde.ca.gov/ta/ay/).

### Title I Program Improvement (PI) Status

	Southridge	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2006-07
Year in PI	N/A	1
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		9
Percent of Schools Currently identified for PI		22.0

## School Facilities & Safety

Southridge Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1987; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. A brand new state-of-the-art computer lab is under construction and expected to be ready for student use during the 2006-07 school year.

### Campus Description

Year Built	1987
Acreage	20
Square Footage	89,804
	Qty.
# of Permanent Classrooms	41
# of Portable Classrooms	10
# of Restrooms (student use)	6 sets
Gymnasium	1
Library	1
Computer Lab	1
Weight Room	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with stage area (indoor/outdoor)	1

### Campus Supervision

Student safety is taken very seriously at Southridge Middle School. When students arrive in the morning and depart in the afternoons, supervision is provided by eight teachers who are stationed at strategic locations on campus, two campus security officers patrolling the interior areas and securing safe passage in high traffic areas (buses, crosswalks, student drop-off/pickup), and school administrators circulating around the campus. During lunch, two noon duty aides, some teachers, two counselors, two campus security officers, and all administrators share supervision of student activities in the cafeteria and in common gathering areas. A school resource officer from the Fontana Police Department is on campus four days a week to help with traffic control, supervision, and discipline. Southridge Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

### School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed and updated in September 2006. The School Site Council approved the safety plan on October 18, 2006. The safety plan was later shared and discussed with school staff in November 2006. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Southridge	FUSD
Overall School Results	Yes	No
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 24.4%		
Math	Yes	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		
Graduation Rate*	N/A	No

\*Graduation Rate applies to grades 9-12 only.

## Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the assistant principal in charge of facilities. Upon approval, the work orders are submitted to the district's maintenance department who identifies the scope of each project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian and three full-time evening custodians are assigned to Southridge Middle School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, one campus security officer and the assistant principal inspect facilities for graffiti, safety hazards, or other conditions that need attention prior to students and staff entering school grounds. The day custodian checks restrooms in the morning for cleanliness and supplies; after each class period, restrooms are checked by the campus security officers who notify the custodian when restrooms need to be cleaned or restocked. The principal, assistant principal, campus security officers, and custodians communicate daily regarding campus maintenance and safety issues.

The district's maintenance department inspects facilities and operating systems at Southridge Middle School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 15, 2006; no emergency repairs were needed and no unsafe conditions were found.

## Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2005-06 school year, Southridge Middle School received \$19,508.31 for the plumbing repairs throughout the campus.

## Classroom Environment

### Discipline & Climate for Learning

Students at Southridge Middle School are guided by district policies, school rules and behavioral expectations established by the Fontana Unified School District and which promote respect, cooperation, courtesy, and acceptance of others. Guidelines of behavior are based on the six pillars of character counts (respect, trustworthiness, responsibility, fairness, citizenship, and caring). School staff take a proactive, guidance-oriented approach in explaining and discussing the various types of appropriate and inappropriate school behavior as well as the consequences that follow poor decision-making. Students are motivated to understand the importance of good decision-making, coping with and learning from their mistakes, and developing a positive thought process to make better choices when faced with challenging situations in the future.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures are initially applied in the classroom. Students who continue demonstrating poor conduct are referred to the principal or assistant principals' office. When administering consequences, the principal/assistant principal takes into consideration the referred student's past behavioral trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner. Beginning in 2006-07, on-campus suspensions are supervised by a credentialed teacher and students work on both academics and character counts program.

## Suspensions & Expulsions

	Southridge		
	03-04	04-05	05-06
Suspensions (#)	188	282	234
Suspensions (%)	13.81%	22.29%	19.01%
Expulsions (#)	8	3	7
Expulsions (%)	0.59%	0.24%	0.57%

	FUSD Middle Schools		
	03-04	04-05	05-06
Suspensions (#)	2585	2662	2199
Suspensions (%)	27.49%	27.70%	21.83%
Expulsions (#)	69	85	75
Expulsions (%)	0.73%	0.88%	0.74%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

At the beginning of the school year, each student is provided a student handbook which outlines district policies, school rules, and behavioral expectations. Students are given a student planner which may be used for recording assignments and calendaring important dates; parents may use the planner to communicate daily with their child's teachers. Within the first few weeks of the school year, school administrators hold large-group assemblies to 1) discuss rules to live by such as honesty, respect, responsibility, 2) review Education Codes governing behavioral responsibilities and subsequent consequences, and 3) stress the importance of maintaining good citizenship. Students are reminded of their behavioral obligations as needed throughout the school in classroom discussions.

Southridge Middle School celebrates the efforts of its students making good choices in conduct and meeting academic goals. Each team has established its own incentive programs to recognize students' efforts in meeting academic and behavioral criteria. On a schoolwide basis, teachers in each team select twelve students to be recognized as Student of the Month. Selected students are announced over the intercom, treated to pizza and ice cream with the assistant principals and principal, and invited to a special event. Each Student of the Month is selected based upon their efforts in demonstrating one of six pillars of character (respect, trustworthiness, responsibility, fairness, citizenship, and caring). Students achieving established academic levels are honored at Renaissance activities at the end of each trimester during a lunch period. Perfect attendance awards are presented monthly and at the end of each trimester and at the end of the school year; students are presented with a special certificate and "goodie bag". The eighth grade awards assembly is held at the end of each school year to honor students with outstanding academic achievements, citizenship, and attendance.

After-school programs and clubs feature fun activities that promote fitness and academic enrichment. All students are encouraged to participate in Writing Celebration, Math Field Day, the Science Fair, and History Day. High achievers are invited to after-school activities centered around a designated theme such

## School Site Inspection

### Most Recent Inspection: February 15, 2006

Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	No*
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

*100% of restrooms fully operational during the 2005-06 school year.  
\*In designated areas, replace damaged ceiling tiles and repair torn wall covering. Deficiencies noted in the school inspection report were corrected immediately by the district's maintenance department.*

as astronomy, oceanography, and mock trial. Non-competitive sports promote good sportsmanship and teamwork; activities include volleyball, cheer squad, flag football, track, and soccer. Southridge Middle School sponsors a basketball team which competes with other schools in the district.

### Instructional Time

During the 2005-06 school year, all instructional time offered at Southridge Middle School exceeded state requirements. For the 2005-06 school year, Southridge Middle School offered 180 days of instruction comprised of 133 regular days and 47 minimum days. Minimum days are used for scoring district assessments, team meetings, and staff development.

All instructional minutes offered at Southridge Middle School during the 2005-06 school year exceeded state requirements specified in the California Education Code. The state requires middle school students to receive 54,000 minutes of instruction; Southridge Middle School offered a total of 57,724 minutes of instruction for the 2005-06 school year for all grade levels.

### Class Size & Teaching Load

Southridge Middle School maintained a schoolwide average class size of 28.6 students for the 2005-06 school year. The adjacent table illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

#### Teaching Load Distribution Departmentalized Instruction

Subject	Avg. Class Size	2003-04		
		Number of Classrooms		
		1-20	21-32	33+
English	31.1	7	20	38
Math	31.8	3	15	24
Science	33.3	2	15	38
Social Science	34.1	1	6	32

Subject	Avg. Class Size	2004-05		
		Number of Classrooms		
		1-20	21-32	33+
English	25.3	23	42	11
Math	26.7	10	35	8
Science	27.5	10	31	13
Social Science	29.6	4	23	15

Subject	Avg. Class Size	2005-06		
		Number of Classrooms		
		1-20	21-32	33+
English	25.2	17	40	7
Math	26.2	12	28	7
Science	30.6	3	28	23
Social Science	31.0	1	26	12

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2005-06 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Health Adoption Training (K-5, 7 & 9)
- AB466 Training (Math & Reading)
- A Focused Approach to Understanding Poverty
- Shining Star Adoption Training

Southridge Middle School supplements district training with site-based training focused on the overall goal of high levels of learning for all students, meeting the needs of the school based upon student assessment results, data analysis, and teacher input. During the 2005-06 school year, Southridge Middle School held three staff buy back days that focused on development of Professional Learning Communities, increasing student achievement through staff collaboration.

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### School Leadership

Southridge Middle School's principal works closely with two assistant principals and the leadership team to direct the school's efforts to offering a well-balanced and rigorous core curriculum aligned with state and district standards. The principal is responsible for overall administration of Southridge Middle School. Principal Linda Buck takes a team approach and considers individual strengths and expertise when delegating tasks and decision-making responsibilities to assistant principals Doug Bergquist and Lora Lyn Carter. Assistant Principal Doug Bergquist

oversees student discipline, student retention/promotion, intervention programs, testing, categorical budgets, and technology. Assistant Principal Lora Lyn Carter oversees student discipline, student activities, facilities, student recognition, student leadership, and English learner programs.

Ms. Linda Buck was the assistant principal for Southridge Middle School for four years prior to her appointment as principal during the 2005-06 school year. Before joining Fontana Unified School District in March 2000, Ms. Buck served as a teacher, counselor, and administrator for over 12 years at various districts in the San Bernardino Valley. Professional certifications include a bachelor's degree in psychology, a master's degree in educational administration, Tier I and Tier II administrative credentials, a pupil personnel services credential, and AB75 principal's training.

Supporting the principal in the decision-making process is the School Leadership Team, comprised of the principal, assistant principals, department and grade level leaders, two counselors, and the student government advisor. The Leadership Team meets once a month to establish priorities in school programs and high levels of student learning, develop strategies to support priorities, and discuss staff development needs. Department and grade level leaders serve as a liaison between department and grade level teams.

### Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 29, 2006, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 06-54 which certifies as required by Education Code §60119, 1) that textbooks and instructional

#### District Adopted Textbooks (Grade 6-8)

Subject	Publisher	Grades	Year Adopted
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	6-8	2003
	Hampton Brown: <i>High Point</i>	6-8	2003
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	6	2001
	Prentice Hall: <i>Pre-Algebra</i>	7-8	2001
	Prentice Hall: <i>Algebra I</i>	7-8	2001
	McDougal Littell: <i>Geometry</i>	7-8	N/A
Science	Prentice Hall: <i>Focus on Earth Science</i>	6	2001
	Prentice Hall: <i>Focus on Life Science</i>	7	2001
	Prentice Hall: <i>Focus on Physical Science</i>	8	2001
Social Science	Holt, Rinehart & Winston: <i>Ancient Civilizations</i>	6	2006
	Holt, Rinehart & Winston: <i>Medieval to Early Modern Times</i>	7	2006
	Holt, Rinehart & Winston: <i>U.S. History Independence to 1914</i>	8	2006

materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11 inclusive.

### Library Resources

The school library is staffed by a full-time library technician and is open from 7:15 a.m. to 3:30 p.m. In addition to traditional library books, students have access to supplemental resources such as encyclopedias, dictionaries, newspapers, audiotapes, videotapes, and magazines. Thirty Internet-accessible computers are available for whole class instruction using online sources for research, word processing, preparing graphics presentations, and working on school reports. Students visit the library with their class based upon lesson plans and may visit the library independently before school, during lunch, and after school.

### Technology Resources

During the 2005-06 school year, Southridge Middle School had a total of 246 computers; all classrooms had Internet access. Each classroom as on average six computers which are used for Internet research, word processing, graphics presentations, and special assignments. The school's computer lab features 40 computers that are used for elective technology courses ranging from beginning levels to advanced levels as well as for Accelerated Math, Study Island, Accelerated Reader, and Standards Plus enrichment programs.

Southridge Middle School staff applied for and received funding from the Enhancing Education Through Technology (EETT) grant program. Teachers utilize the school's computer lab to train participating staff on how to use technology to enhance teaching and to promote learning. Teacher laptops, SMART Boards, and LCD projectors are currently provided to help facilitate innovative delivery of class lessons and web-based educational resources.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Southridge Middle School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

The school's special education program is staffed by two special day class teachers and two special day class aides who provide full-day instruction in two special day classes. Four resource specialist teachers provide classroom-based collaborative direct instruction in language arts and math. Four resource specialist aides provide in-class support in social science and science

classes, collaborating with teachers to provide individualized support meeting student's needs.

Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Based upon their fluency of the English language, English learners may be enrolled in an English Language Development (ELD) Class (replacing an elective course) to supplement their regular language arts instruction. ELD instruction focuses on language skills development, reading skills, vocabulary development, and language fluency. Two bilingual aides provide in-class support and instruction, collaborating with the EL students' teachers to ensure individual learning needs are met; in some cases, instruction is provided in the student's native language. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Southridge Middle School continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students who qualify for the Gifted and Talented Education (GATE) program through district testing are placed in designated honors-level classes. GATE and high achieving students receive accelerated, challenging instruction.

Southridge Middle School hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Saturday Academic Success: every other Saturday, two certificated teachers provide four hours of instruction. Students who have high levels of absences receive instruction in math to make up for missed class time. Students referred to the Saturday class as a result of poor behavior participate in character education activities.

- Homework Club: A quiet, support environment in the library four days a week. One certificated teacher is available to provide assistance as needed on homework assignments or school projects.

- Teacher Tutoring: Individual and small group tutoring is offered before and after school and based upon individual learning needs.

- Off-track Intersession: students receive 40 hours of instruction over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math. Students at the Far Below Basic and Below Basic levels on the district's assessment matrix are given first priority and encouraged to attend.

- ELAP (English Language Acquisition Program): after-school language acquisition program for English Learners. Instruction focuses on increasing proficiency in the English language.

## Professional Staff

### Teacher Assignment

For the 2005-06 school year, Southridge Middle School had 47 teachers who met all credential requirements in accordance with state guidelines.

### Teacher Credentials & Assignments

	Southridge			FUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	51	53	51	1780	1911	1823
Teachers with Full Credential	45	50	47	1635	1771	1723
Teachers without Full Credential	6	3	4	155	140	100
Teachers in Alternative Routes to Certification	0	5	0	63	168	91
Pre-Internship	1	0	3	47	9	0
Teachers with Emergency Permits	5	1	2	56	34	33
Teachers with Waivers	0	0	0	0	2	0
Teachers Teaching Outside Subject Area	1	5	2	35	60	34
Teacher Misassignments - Total	**	11	21	**	73	392
Other Misassignments of Certificated Staff	5	1	4	45	15	13
Teacher Misassignments for English Learners	92*	4	17	1404*	58	379
Teacher Vacancies	0	0	0	0	0	4

\*Represents total class periods where teachers were misassigned.

\*\*Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	
Southridge	87.3	12.7
District Totals		
All Schools	89.0	11.0
High-Poverty Sch.	94.0	6.0
Low-Poverty Sch.	0.0	0.0

### Teacher Education Levels

	2005-06	
	Southridge	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	51.0	35.1
Master's Degree	2.0	0.3
Bachelor's Degree plus 30 or more semester hours	41.2	50.8
Bachelor's Degree	3.9	11.0
Less than a Bachelor's Degree	2.0	1.3

## Substitute Teachers

During the 2005-06 school year, the district had a pool of 596 qualified substitute teachers, comprised primarily of aspiring teachers. Substitute teachers must 1) have passed the CBEST and hold a Bachelor's Degree or 2) obtain a 30-day substitute permit. Sometimes, Southridge Middle School has difficulty in obtaining qualified substitute teachers from the district's pool. Southridge Middle School's resident substitute checks in each morning at the school office and is available to cover unplanned teacher absences. In the event that the resident substitute and a substitute teacher from the district's pool are not available, Southridge Middle School's teachers coordinate efforts to cover the absent teacher's class during their prep periods.

## Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Probationary teachers are observed at least three times and evaluated twice on an annual basis. Permanent teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, may be required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

## Counseling & Support Services Staff

Southridge Middle School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

### Counselors & Support Personnel

(Nonteaching Professional Staff)

2005-06

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.6
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.1
LSH Aide	1	1.0

LSH = Language/Speech/Hearing

FTE = Full-Time Equivalent

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Southridge Middle School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2004-05 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2004-05		
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,293	\$37,540
Mid-Range Teacher Salary	\$61,162	\$59,426
Highest Teacher Salary	\$77,184	\$73,925
Average Principal Salaries:		
Elementary School	\$102,289	\$96,377
Middle School	\$97,640	\$100,144
High School	\$110,198	\$109,130
Superintendent Salary	\$185,400	\$185,251
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.6%	40.9%
Administrative Salaries	5.0%	5.3%

### Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 of total general funds to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2004-05					
Expenditures Per Pupil	Dollars Spent per Student		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	Southridge	FUSD			
Total Restricted and Unrestricted	\$4,655	\$7,114	65.4%	N/A	N/A
Restricted (Supplemental)	\$877	\$2,311	37.9%	N/A	N/A
Unrestricted (Basic)	\$3,778	\$4,803	78.7%	\$4,743	79.7%
Average Teacher Salary	\$53,347	\$54,086	98.6%	\$57,560	92.7%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$2,265 per student in federal, state, and local aid for the following categorical, special education, and support programs:

21st Century	School Improvement
Class Size Reduction	School Safety
Comprehensive School Reform	Smaller Learning Communities
Early Intervention	Special Education
Dropout Prevention	Staff Development
Gifted & Talented Education	State & Federal Preschool
High Priority Schools	Supplemental Technology
Instructional Materials	Tenth Grade Counseling
Parent Education	Title I, III, & V
Peer Assistance & Review	Tobacco Use Prevention
Reading First	Career & Vocational Education