

SOUTHRIDGE MIDDLE SCHOOL

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Grades 6-8
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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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Contents

Principal's Message
District Goals
Parent Involvement
School Profile
Student Achievement
School Facilities & Safety
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data & Internet Access

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 instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

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.

-- Former President John F. Kennedy

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

For the past 21 years Southridge Middle School has proudly served the surrounding community. Providing quality education and support to our students and families is a privilege 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 strive to meet their academic, social and emotional needs with respect, courtesy, and concern. We work with our students to help them establish strong, positive connections to school, so that they look forward to coming each day. Our approach to working with students is perhaps best

reflected in a phrase that we use often when talking with families: "Your children are our children!"

Southridge Middle School's staff of professional educators is 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 leading educational research, and 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 review our SARC 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.

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.

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

Linda J. Buck
Principal

School Mission

Ensuring meaningful learning experiences for student success!

Parent Involvement

Parents are encouraged to become 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, assist with GATE enrichment activities, fundraisers, and help with year-end and after-school sports activities (i.e., track meets). Events such as Open House, new student orientation, Back to School Night, 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 Learner 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.

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

School-to-home communication is provided in both English and Spanish. Teachers have developed their individual systems either through letters or newsletters to keep parents apprised of class lessons, activities, and student progress. On occasion, letters are sent home on an individual basis to address student concerns. TeleParent 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. Southridge Middle School's new website offers valuable school information and resources for parents in English, Spanish, and a variety of other languages. Periodically through the year, the middle school issues an informational newsletter (Home School Connection) featuring helpful education- and parent-related articles. Parents seeking more information about becoming an active member in the school community may contact the school office at (909) 357-5420.

School Profile

Southridge Middle School is a single-track, year-round school serving 1,280 students in sixth, seventh, and eighth grades,

including 12.72% in special education, 24.4% qualifying for English learner support, and 58.1% qualifying for free or reduced price lunch. All seventh and eighth grade students are grouped into teams sharing the same teachers for core content classes. About 50% of 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 create a sense of community among the students.

Percentage of Students by Ethnicity

2007-08 Enrollment: 1,280

African-Amer.	9.0%
Amer. Indian or Alaskan Native	0.6%
Caucasian	8.9%
Asian	1.6%
Filipino	0.6%
Hispanic or Latino	78.8%
Pacific Islander	0.2%
Multiple or No Response	0.2%

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.

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 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 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.

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 a series of six components, which include the California Standards Tests (CST), Appendix 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Appendix 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <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

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

	Southridge Middle			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	38	37	43	28	30	34	42	43	46
Math	31	26	30	27	27	30	40	40	43
Science	36	29	39	18	23	31	35	38	46
History	21	21	18	17	17	19	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08

	Southridge Middle						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	39.6	*	57.9	*	42.9	*	51.5
Math	21.9	*	42.1	*	31	*	35.4
Science	45	*	64		35	*	56
History	18	*	18		17	*	24

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08

	Southridge Middle					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	36	49	35.7	40.2	10.4	
Math	30	31	29.4	29.8	9.8	
Science	36	42	11	35	9	
History	21	16	7			

Academic Performance Index (API)
Three-Year Performance Comparison

	API Rank		
	2005	2006	2007
Statewide Rank	6	6	5
Similar Schools Rank	10	10	8

Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	736	7	-13	18
Ethnic Subgroups				
Hispanic or Latino	732	5	-14	21
Other Subgroups				
Economically Disadvantaged	726	4	-15	21
English Learners	707	1	-20	35
Students with Disabilities	544	24	-7	4

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 2007-08 fitness exam, 36.8% 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; 35.2% of elementary and middle school students must be proficient in language arts and 37% 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 620 or 1 point in growth.

- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Southridge	
	Middle	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website 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 2007-08, 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/.

Title I Program Improvement (PI) Status

	Southridge	
	Middle	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		
Percent of Schools Currently Identified for PI		
		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

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.

Campus Description

Year Built	1987
Acreage	20 ac
Square Footage	89,804 sf
	Qty.
# of Permanent Classrooms	41
# of Portable Classrooms	10
# of Restrooms (student use)	6 sets
Library	1
Computer Labs	2
Gymnasium	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room with Stage Area (indoor/outdoor)	1

2007-08 Campus Improvement Projects:

- Replaced furniture on a rotational basis
- Replaced all privacy panels in all restrooms
- Resurfaced parking lot
- Upgraded restrooms and parking lots to comply with current ADA requirements

2008-09 Campus Improvement Projects:

- Modify landscaping and trim trees
- Install new lockers in physical education locker rooms
- Install exterior surveillance system (closed circuit)
- Install electronic marquee

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, one noon duty aide, 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 on October 22, 2008. The safety plan was later shared and discussed with school staff in October 2008. 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.

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 intercession 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 facilities 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

School Facility Good Repair Status																																																																	
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Most Recent Inspection: February 4, 2008	<table border="1"> <thead> <tr> <th>Good</th> <th>Fair</th> <th>Poor</th> <th>Repair Needed and Action Taken or Planned</th> </tr> </thead> <tbody> <tr> <td>Gas Leaks</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Mechanical Systems</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Windows/Doors/Gates (interior and exterior)</td> <td>✓</td> <td></td> <td>Room 318: Repair door hardware, loose.</td> </tr> <tr> <td>Interior Surfaces (walls, floors, and ceilings)</td> <td>✓</td> <td></td> <td>Girls' Locker Room: Repair hole in east wall. Rooms 422, 423, 425, Library office: Check for roof leaks and replace ceiling tiles. Rooms, 419, 421B: Replace ceiling tile with hole in it. Room T10: Replace two stained ceiling tiles on the west side. Room 104: Repair carpet tear. Library storage: Clean stains off ceiling light diffuser. Library Office: Fix damage to ceiling. Stage room: Repair edge damage on north wall in MPR. MPR Restroom entry: Repair hole on south wall outside of boys' restroom. Room T-1: Repair wall damage. Repair carpet seam. W.O. #40872.</td> </tr> <tr> <td>Hazardous Materials (interior and exterior)</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Structural Damage</td> <td>✓</td> <td></td> <td>Room T-8: Repair siding on the west side of portable.</td> </tr> <tr> <td>Fire Safety</td> <td>✓</td> <td></td> <td>Room T-8: Replace missing tag on fire extinguisher.</td> </tr> <tr> <td>Electrical (interior and exterior)</td> <td>✓</td> <td></td> <td>Room T-2: Replace two broken electric outlet cover plates on north wall. Room T-1: Place cover over open outlet on north wall.</td> </tr> <tr> <td>Pest/Vermin Infestation</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Drinking Fountains (inside and outside)</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Restrooms</td> <td>✓</td> <td></td> <td>MPR Girls' Restroom: Repair flush lever on toilet in the SW corner stall.</td> </tr> <tr> <td>Sewer</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Playground/School Grounds</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Roofs</td> <td>✓</td> <td></td> <td>Library Office: Check for roof leaks and repair.</td> </tr> <tr> <td>Overall Cleanliness</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	Good	Fair	Poor	Repair Needed and Action Taken or Planned	Gas Leaks	✓			Mechanical Systems	✓			Windows/Doors/Gates (interior and exterior)	✓		Room 318: Repair door hardware, loose.	Interior Surfaces (walls, floors, and ceilings)	✓		Girls' Locker Room: Repair hole in east wall. Rooms 422, 423, 425, Library office: Check for roof leaks and replace ceiling tiles. Rooms, 419, 421B: Replace ceiling tile with hole in it. Room T10: Replace two stained ceiling tiles on the west side. Room 104: Repair carpet tear. Library storage: Clean stains off ceiling light diffuser. Library Office: Fix damage to ceiling. Stage room: Repair edge damage on north wall in MPR. MPR Restroom entry: Repair hole on south wall outside of boys' restroom. Room T-1: Repair wall damage. Repair carpet seam. W.O. #40872.	Hazardous Materials (interior and exterior)	✓			Structural Damage	✓		Room T-8: Repair siding on the west side of portable.	Fire Safety	✓		Room T-8: Replace missing tag on fire extinguisher.	Electrical (interior and exterior)	✓		Room T-2: Replace two broken electric outlet cover plates on north wall. Room T-1: Place cover over open outlet on north wall.	Pest/Vermin Infestation	✓			Drinking Fountains (inside and outside)	✓			Restrooms	✓		MPR Girls' Restroom: Repair flush lever on toilet in the SW corner stall.	Sewer	✓			Playground/School Grounds	✓			Roofs	✓		Library Office: Check for roof leaks and repair.	Overall Cleanliness	✓		
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Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Rating Description:
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

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 every hour 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 assistant principal, campus security officers, and custodians communicate daily regarding campus maintenance and safety issues.

District Inspection Results

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 4, 2008. During the 2007-08 school year, 100% of restrooms were fully operational and available for student use at all times.

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 2007-08 school year, Southridge Middle School received \$161,019 in deferred maintenance funds which were used for electrical, flooring, and HVAC projects throughout the campus.

Classroom Environment

Discipline & Climate for Learning

Students at Southridge Middle School are guided by district policies, school rules and behavior 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 counselor or assistant principals' office. When administering consequences, the counselor/assistant principal takes into consideration the referred student's past behavior trends and seriousness of infraction. Student discipline is always dealt with in a fair, firm, and consistent manner. On-campus suspensions are supervised by a credentialed teacher in the Alternative Learning Center; students participate in both academic lessons and character education activities.

At the beginning of the school year, each student is provided a student handbook/planner which outlines district policies, school rules, and behavior expectations and 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 behavior responsibilities and subsequent consequences, and 3) stress the importance of maintaining good citizenship. Students are reminded of their behavior obligations as needed throughout the school in classroom discussions.

Suspensions & Expulsions			
	Southridge Middle		
	05-06	06-07	07-08
Suspensions (#)	182	139	215
Suspensions (%)	14.78%	11.37%	16.89%
Expulsions (#)	9	7	8
Expulsions (%)	0.73%	0.57%	0.63%
FUSD Middle Schools			
	05-06	06-07	07-08
Suspensions (#)	1573	1388	1576
Suspensions (%)	16.49%	14.46%	16.73%
Expulsions (#)	69	61	58
Expulsions (%)	0.72%	0.64%	0.62%

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.

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 behavior 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 a healthy snack 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 (trustworthiness, respect, responsibility, fairness, caring, or citizenship). 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, at the end of each trimester, and at the end of the school year; students are given a special certificate, collector's dog tag, 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, and History Day. All students are invited to special after-school activities centered around a designated theme such as astronomy, Moral Club, oceanography, and mock trial. Non-competitive sports promote good sportsmanship and teamwork; activities include volleyball, cheer squad, badminton, flag football, track, and soccer. Southridge Middle School sponsors a basketball team which competes with other schools in the district. After-school programs and activities include a Norton Simon Museum field trip, Meet the Masters, Digital Scrapbooking, Culinary Arts, Strings, Theatrical Arts assembly, Italian Street Painter, Museum of Tolerance, and the Ocean Institute.

Class Size & Teaching Load

The table below 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				
2005-06				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.2	17	40	7
Math	26.1	12	28	7
Science	30.6	3	28	23
Social Science	30.9	1	26	12
2006-07				
English	28.0	7	34	13
Math	27.9	7	25	11
Science	31.4	3	23	28
Social Science	31.5	1	18	19
2007-08				
English	25.4	17	34	13
Math	25.9	13	24	14
Science	32.0	3	24	38
Social Science	31.3	1	15	15

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Southridge Middle School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Southridge Middle School held three staff buy-back days that focused on:

- Essential Learning Community Characteristics
- Collaborative Culture
- Common Formative Assessments
- Team Planning Time
- Technology to Support Learning - Research and Implications

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

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.

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 August 6, 2008, Fontana Unified School District's 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. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional 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.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

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 a wide variety of Accelerated Reader titles and 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 regularly with their class based upon lesson plans and may visit the library independently before school, during lunch, and after school.

Technology Resources

During the 2007-08 school year, Southridge Middle School had a total of 216 computers, all classrooms had Internet access. All laptops and workstations are connected to a state-of-the-art wireless network system. Each classroom as on average six computers which are used for Internet research, word processing, graphics presentations, and special assignments. One of the school's computer labs features 40 computers which are used for elective technology courses ranging from beginning levels to advanced levels as well as for Accelerated Math, Study Island, and Adobe Photoshop. The brand new computer lab is equipped with 40 workstations, a SMARTBoard™, document camera, and ceiling-mounted projector system. Teachers use the new lab for whole class instruction to support math, language arts, social science, and science lessons. Students have access to skill building programs such as, Write to Learn, Inspiration, Study Island, Holt Math, Write to Learn, and MS Office applications.

District Adopted Textbooks (Grades 6-8)			
	Publisher	Grades	Year Adopted
Language Arts			
	Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	2003
	Hampton Brown; <i>High Point</i>	6-8	2003
Math			
	McDougal Littell; <i>Concepts and Skills</i>	6	2008
	Prentice Hall; <i>Pre-Algebra I</i>	7-8	2008
	Prentice Hall; <i>Algebra I</i>	7-8	2008
	McDougal Littell; <i>Geometry</i>	7-8	2008
Science			
	Houghton Mifflin; <i>California Science</i>	6	2007
	Prentice Hall; <i>Focus on Life Science</i>	7	2007
	Prentice Hall; <i>Focus on Physical Science</i>	8	2007
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

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	3	2.50
Psychologist	1	0.50
School Nurse	1	0.25
Health Assistant	1	0.75
Adaptive PE Specialist	1	0.20
Adaptive PE Aide	1	0.20
LSH	1	0.20
LSH Aide	1	0.20

FTE = Full-Time Equivalent

Counselor-to-Student Ratio = 1:426

LSH = Language/Speech/Hearing

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.

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.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Southridge Middle School had 50 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

	Teacher Credentials & Assignments							
	Southridge Middle				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	51	49	52		1823	1885	1869	
Teachers with Full Credential	47	46	50		1723	1802	1764	
Teachers without Full Credential	4	3	2		100	83	105	
Teachers in Alternative Routes to Certification	0	4	1		91	72	76	
Pre-Internship	3	0	0		0	0	0	
Teachers with Emergency Permits	2	0	4		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	2	2	2		34	33	32	
Teacher Misassignments - Total	21	6	3	0	392	270	41	24
Other Misassignments of Certificated Staff	4	0	1	0	13	0	9	3
Teacher Misassignments for English Learners	17	6	2	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Southridge Middle	98.7	1.3
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2007-08	
	Southridge Middle	FUSD
	%	%
Doctorate	1.9	1.5
Master's Degree plus 30 or more semester hours	48.1	34.6
Master's Degree	1.9	1.1
Bachelor's Degree plus 30 or more semester hours	38.5	49.2
Bachelor's Degree	7.7	11.3
Less than a Bachelor's Degree	1.9	2.2

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 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.)

	Salary Comparison 2006-07	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Southridge Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Southridge Middle School's SARC and access the Internet at any of the county's public libraries. The closest library to Southridge Middle School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

Current Expense of Education per Pupil

2006-07

Dollars Spent per Student

Expenditures Per Pupil	Southridge Middle		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	FUSD				
Total Restricted and Unrestricted	\$5,130	\$7,516	68.3%	N/A	N/A
Restricted (Supplemental)	\$975	\$2,456	39.7%	N/A	N/A
Unrestricted (Basic)	\$4,156	\$5,060	82.1%	\$5,300	78.4%
Average Teacher Salary	\$64,740	\$64,747	100.0%	\$65,008	99.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs