

SOUTHRIDGE MIDDLE SCHOOL



Grades 6-8
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2009-10 SCHOOL ACCOUNTABILITY REPORT CARD

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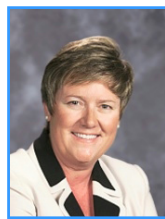
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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials and school facilities information were acquired on January 2011.

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.

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

Linda J. Buck, Principal

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.

School Mission

Ensuring meaningful learning experiences for student success!

School Profile

Southridge Middle School is a single-track, year-round school serving 1,216 students in sixth, seventh, and eighth grades, including 14% receiving in special education services, 21.1% qualifying for English learner support, and 64.8% enrolled in the free or reduced-price meal program. 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 three self-contained classrooms. 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 / Grade Level			
2009-10			
Ethnic Group	%	Grade Level	#
African-American	9.6%	Grade 6	412
Amer. Indian or Alaskan Native	0.4%	Grade 7	389
Caucasian	7.8%	Grade 8	415
Asian	1.2%		
Filipino	1.2%		
Hispanic or Latino	79.7%		
Pacific Islander	0.2%		
Two or More Races	0.0%		
Total Enrollment			1,216

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.

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, GATE Parent Meetings, parent workshops on Project INSPIRE, 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, District Advisory Council, Title I Advisory 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. Parents seeking more information about becoming an active member in the school community may contact the school office at (909) 357-5420.

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 at least two times.

School News

School-to-home communication is provided in both English and Spanish. Teachers have developed their individual systems either through letters or e-newsletters to keep parents apprised of class lessons, activities, and student progress. On occasion, letters are sent home on an individual basis to address specific concerns. Parents may access Grades Online

through the district website to view their child's grades, attendance, and assignments. Teachers have their own websites to relay coursework information, reminders, and guidance. 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 website offers valuable school information and resources for parents in English, Spanish, and a variety of other languages. Periodically throughout the year, the middle school issues an informational newsletter (Home School Connection) featuring helpful education- and parent-related articles.

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.

STAR Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Southridge Middle			FUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	43	45	48	34	38	42	46	50	52
Math	31	33	42	30	35	39	43	46	48
Science	39	31	30	31	33	39	46	50	54
History	18	25	29	19	25	31	36	41	44

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.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10								
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	47	*	53	85	47	*	62	*
Math	37	*	47	50	41	*	52	*
Science	23	*	*	*	27	*	57	*
History	21	*	*	*	26	*	51	*

**When 10 students or less are 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.

STAR Results Percentage of Students Scoring at Proficient & Advanced Levels 2009-10						
	Southridge Middle			Economically Disadvantaged	Students with Disabilities	Migrant Education
	Male	Female	English Learners			
English-Language Arts	43	54	36	40	10	
Math	40	43	29	30	10	
Science	32	28	3	26	3	
History	32	25	6	26	8	

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 Action Learning Systems for Fontana Unified School 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 creates a multiple measures matrix. This matrix is 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 four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. 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>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API)

Academic Performance Index (API) Three-Year Performance Comparison

	API Rank			School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009			
Statewide Rank	5	5	4			
Similar Schools Rank	8	6	7			
Results	School Increase/Decrease in API			2010	2010	2010
	2007-08	2008-09	2009-10			
Schoolwide - All Students	18	0	9	743	731	767
Ethnic Subgroups						
African-American				732	714	685
Hispanic or Latino	21	-4	11	738	727	715
Other Subgroups						
Economically Disadvantaged	21	-1	14	737	727	712
English Learners	34	1	14	721	703	691
Students with Disabilities	4	-16	65	586	574	580

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; 56.8% of elementary and middle school students must be proficient in language arts and 58% 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 680 or 1 point in growth.

- Each high school must have a graduation rate of 90%.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 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		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2009-10 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	21.7%	26.4%	27.7%

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 2009-10, Southridge Middle School did not participate in the Title I program and is therefore not required to comply with Title I program mandates.

Title I Program Improvement (PI) Status

PI Status	Southridge	
	Middle	FUSD
In PI	In PI	In PI
First Year of PI Implementation	2010-11	2008-09
Year in PI	Year 1	Year 3
No. of Schools Currently in PI		13
Percent of Schools Currently Identified for PI		28.9

The statistical information in this table reflects the PI status during the 2010-11 school year.

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/.

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.

2009-10 Campus Improvement Projects:

- Modify landscaping and trim trees
- Install new lockers in physical education locker rooms
- Install exterior surveillance system (closed circuit)
- Replace dirt areas with concrete pads
- Widen some of walkways
- Install air conditioning unit in cafeteria
- Replace HVAC units (heating/ventilation/air conditioning)
- Replace roofing system

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

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, 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.

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 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 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.

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 2009-10 school year, Southridge Middle School received a portion of \$443,552 for campus repair and improvements.

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 is reviewed and updated annually. The safety plan is initially shared and discussed with school staff on an annual basis. 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.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: April 26, 2010	Good	Fair	Poor
	Gas Leaks	✓	
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		
Lamps out: Locker Area; Boys Locker Room Office; Gym; 423-426 Hallway; 421A; 318; 313; 208/209 Common Middle; Admin Hallway; MPR, & T-6. Stained ceiling tiles: 420; 209; T-9; 107; 532; T-5, & T-7. Replace soap dispenser: F Boys Restroom; Boys Restroom; Men Restroom; Girls Restroom, & MPR Boys Restroom.			
Trash and debris: Storage; Gym Outside Storage SW (2); Gym Outside Storage Middle; 210 Storage West; 210 Storage North; 208 Storage South; Patio Area; MPR Storerooms 1, 2, 3 East, & Storage 1 & 2 South.			

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all the standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Southridge Middle School at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The most recent school inspection took place on April 26, 2010. During the 2009-10 school year, 100% of restrooms were fully operational and available for student use at all times.

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 for behavior management practices are based on the Seven Habits of Highly Effective Teens. Teachers embed philosophies and values through scripted lessons and using supplemental materials.

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 principal's 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. The goal of discipline at Southridge is for students to learn and to develop good behavior as well as positive character.

Suspensions & Expulsions			
	Southridge Middle		
	07-08	08-09	09-10
Suspensions (#)	213	195	195
Suspensions (%)	15.90%	16.06%	16.04%
Expulsions (#)	8	6	4
Expulsions (%)	0.60%	0.49%	0.33%
FUSD Middle Schools			
	07-08	08-09	09-10
	Suspensions (#)	1576	2138
Suspensions (%)	16.73%	25.00%	21.10%
Expulsions (#)	58	35	27
Expulsions (%)	0.62%	0.41%	0.32%

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/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) emphasize the school mission, 2) discuss rules to live by such as honesty, respect, responsibility, 3) review Education Codes governing behavior responsibilities and subsequent consequences, and 4) stress the importance of maintaining good citizenship. Students are reminded of their behavior obligations as needed throughout the school year 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 behavior criteria. On a schoolwide basis, teachers select students to be recognized as Student of the Month. Selected students receive a personalized certificate, have their picture taken and put on the website, receive a small spirit gift, and are publicly recognized.

Students achieving established academic levels are honored 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. Non-competitive sports promote good sportsmanship and teamwork; activities include volleyball, badminton, flag football, track, and soccer. Southridge Middle School sponsors a basketball team which competes with other schools in the district.

Interventions

Students having difficulty with course work have many options to obtain assistance outside the regular instructional day. The Homework Club and tutoring are available after school and supervised by certificated teachers. After-School University (ASU) is staffed by certificated teachers (7) who represent each grade level and each content area. Participating students receive short-term math and/or language arts support to get back on track with learning. Students are enrolled in the program via a special registration process, after being referred by teachers. Instruction is offered twice a week for an hour each day after school; approximately 15 to 20 students are in each teachers' classroom receiving assistance. We offer traditional intercession for students needing additional assistance

in English language arts and math, and enrichment intersession for gifted and high-achieving students.

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				
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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
2008-09				
English	23.5	20	40	6
Math	24.0	14	31	6
Science	29.8	2	45	21
Social Science	29.3	1	21	8
2009-10				
English				
Math				
Science				
Social Science				

2009-10 Data was not available at the time of publication of this report.

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.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

During the 2009-10 school year, Southridge Middle School held two staff buy-back days that focused on:

- Middle School Buy Back Day
- Focus on Student Learning: Best Instructional Practices
- Translating Standards Into Student-Friendly Language/Learning Targets
- Student Engagement
- Grade and Content Alike Collaboration On Essential Standards and Pacing

Fontana Unified School District plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged

to attend district sponsored training and professional development programs. These programs include:

- Algebra Readiness
- SPARK PE Booster
- Classroom Management
- Academic Vocabulary and Research Techniques Workshop
- 40 Developmental Assets
- Providing Meaningful Feedback Workshop
- New To Middle School?
- Research-Based Instructional Strategies for English Learners
- Genre Specific Writing Workshop - Narrative
- Genre Specific Writing Workshop - Response to Literature
- Genre Specific Writing Workshop - Persuasive

New and veteran teachers are offered support through the Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. 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 October 6, 2010, 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 #10-57 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 its visual/performing arts curriculum. During the 2010-11 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 6:30 a.m. to 3:00 p.m. In addition to 15,476 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

District Adopted Textbooks (Grades 6-8)			
Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6-8	0	2003
Hampton Brown; <i>High Point</i>	6-8	0	2003
Math			
Holt; <i>California Math, Course 1, Numbers to Algebra</i>	6	0	2008
Holt; <i>California Math, Course 2 Pre-Algebra</i>	7	0	2008
Holt; <i>California Algebra Readiness</i>	8	0	2008
Glencoe; <i>California Geometry Concepts, Skills, and Problem Solving</i>	8	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	6	0	2007
Prentice Hall; <i>Focus on Life Science</i>	7	0	2007
Prentice Hall; <i>Focus on Physical Science</i>	8	0	2007
Social Science			
Holt, Rinehart, Winston; <i>Ancient Civilizations</i>	6	0	2006
Holt, Rinehart, Winston; <i>Medieval to Early Modern Times</i>	7	0	2006
Holt, Rinehart, Winston; <i>U.S. History Independence to 1914</i>	8	0	2006

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

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 2009-10 school year, Southridge Middle School had a total of 349 computers; all classrooms had Internet access. All laptops and workstations are connected to a state-of-the-art wireless network system. Each classroom has on average six to eight computers which are used for Internet research, word processing, graphics presentations, and special assignments. Most classrooms are equipped with an LCD projector, teacher's laptop, and document camera: 50% of classrooms have interactive whiteboards.

One of the school's computer labs features 35 computers which are used for elective technology courses ranging from beginner to advanced as well as for Accelerated Math, Study Island, and Adobe Photoshop. The second computer lab is equipped with 40 workstations, a SMARTBoard™, document camera, and ceiling-mounted projector system. Teachers use this 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, and MS Office applications.

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 innovate delivery of class lessons and web-based educational resources.

Professional Staff

Teacher Assignment

For the 2009-10 school year, Southridge Middle School had 47 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.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the

CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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) 2009-10		
	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

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.

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: Su 12-5; M-Th 10-9; F-Sa 10-6
Number of computers available: 232
Number of printers available: 4

	Teacher Credentials & Assignments							
	Southridge Middle				FUSD			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
Total Teachers	52	51	48		1869	1898	1608	
Teachers with Full Credential	50	51	47		1764	1816	1584	
Teachers without Full Credential	2	0	1		105	82	24	
Teachers in Alternative Routes to Certification	1	0	0		76	72	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	4	2	2		95	41	41	
Teachers with Waivers	0	0	0		0	1	1	
Teachers Teaching Outside Subject Area	2	2	2		32	26	26	
Teacher Misassignments - Total	3	1	0	0	41	4	6	0
Other Misassignments of Certificated Staff	1	0	0	0	9	0	0	0
Teacher Misassignments for English Learners	2	1	0	0	32	4	6	0
Teacher Vacancies	0	0	0	0	2	0	13	0

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
Southridge Middle	92.5%	7.5%
District Totals		
All Schools	99.7%	2.3%
High-Poverty Sch.	99.7%	2.3%
Low-Poverty Sch.	0.0%	0.0%

	Teacher Education Levels 2009-10	
	Southridge Middle	FUSD
	%	%
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	8.3	3.1
Master's Degree	43.8	37.5
Bachelor's Degree plus 30 or more semester hours	45.8	52.1
Bachelor's Degree	2.1	7.0
Less than a Bachelor's Degree	0.0	0.0

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,377
Mid-Range Teacher Salary	\$69,104	\$67,667
Highest Teacher Salary	\$87,206	\$87,102
Average Principal Salaries:		
Elementary School	\$107,691	\$108,894
Middle School	\$110,317	\$113,713
High School	\$124,509	\$124,531
Superintendent Salary	\$197,514	\$223,323
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4 %	40.2 %
Administrative Salaries	4.5 %	5.5 %

- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement

Expenditures Per Student

For the 2008-09 school year, Fontana Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2008-09 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 2008-09					
Expenditures Per Pupil	Southridge		% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
	Middle	FUSD			
Total Restricted and Unrestricted	\$5,549	\$6,037	91.9%	N/A	N/A
Restricted (Supplemental)	\$1,846	\$1,650	111.9%	N/A	N/A
Unrestricted (Basic)	\$3,702	\$4,387	84.4%	\$5,681	65.2%
Average Teacher Salary	\$67,927	\$61,647	110.2%	\$68,179	99.6%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support program funds for:

- ARRA: State Fiscal Stabilization Fund
- After School Learning & Safe Neighborhood Partnerships
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Health Science Capacity Building Project
- California Peer Assistance & Review
- Community Based Tutoring
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School: SAIT and Corrective Action
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant