

FONTANA UNIFIED SCHOOL DISTRICT
 SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996
Southridge Middle School

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School Message

Southridge Middle School has been recognized for its reform efforts. The school, which houses grades 6-8, has been a catalyst in the area of educational restructuring. As a State of California Partnership School, it has built its positive image on aligning California's curriculum frameworks with the district's learner outcomes. Students are responsible for demonstrating their competence through performance of the district's outcomes. The outcomes, which are future driven, apply basic skills to life-roles in order to better prepare students for the 21st century.

Highlights of the Southridge program include, but are not limited to:

- Region C San Bernardino/Riverside County Partnership School
- 1995-96 California School Board Golden Bell Award
- Innovative and Dedicated Staff Members
- 1992-95 State of California Physical Education Demonstration Model
- 1992-95 State of California History Demonstration Model
- Special Education Consultant Model
- National Demonstration Site for Performance-Based Education
- Service Learning Format for Performance Demonstrations
- State of California Staff Development Center in Literacy
- State of California Goals 2000 School
- State of California E.S.S. (Every Student Succeeds) School
- Carnegie School, Middle Grade State Policy Initiative, Carnegie Corporation of New York

Our school's population of 1100 students also comes with the same problems, concerns, and opportunities that all schools have. We make every attempt to deal with these in making decisions that are in the best interest of our students.

We are seeing positive results for students and teachers by implementing a performance-based system. Deriving OUTCOMES based on entry level workforce skills needed for the 21st century, and designing powerful curriculum that allows for refining rigorous skills is the foundation for performances that are demonstrated on a service learning format. An assessment key will be Curriculum-Based Measurement. Establishing partnerships with the community fosters a new learning environment which we believe will prepare our students for the 21st century.

Southridge Middle School is offering a direct response to the most compelling crisis North America has ever faced: the transition from the Industrial Age to a Global/Informational/Communication-based economy and society. In our world of high technology and constant change, the need for life-long learning has joined the ranks of death and taxes as unavoidable realities. Success falls to those who remain focused on the future, have the skills and motivation to continue to learn and grow, anticipate and thrive on change, and commit to quality in their career, family, and civic roles and responsibilities. Being a good student in a conventional classroom and curriculum is not good enough to assure success beyond school! Southridge business, parents, and educators are creating an educational system change necessary to prepare for future success for not only our students but the general public as well.

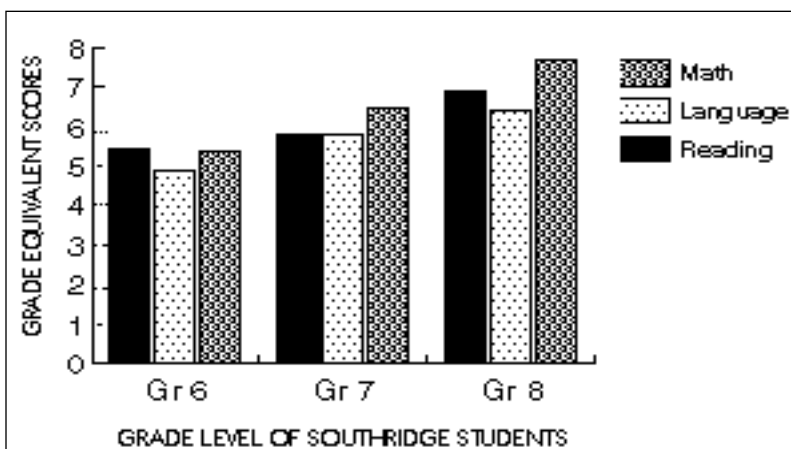
School Description

Southridge Middle School is one of six middle schools in the Fontana Unified School District. Over the past several years our student population has changed rapidly, and today Southridge Middle School is a rich mixture of Anglo (32%), Latino (58%), Black (8%), Asian (1%), and Other (Pacific Islander, Filipino 1%) students. The total school population is 1100 students.

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Southridge Middle School. Our students took this test in the Spring of 1995. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Southridge Middle.



Teachers have noted that the children appear to be excited about coming to school and are on task in the classrooms. Curriculum changes in all grade levels have led to an overall upward surge in the children's enthusiasm and creativity. Samples of children's work are on display throughout the school.

Attendance Rate

Southridge Middle School continues to remind parents to make sure students arrive on time to school. Tardies continue to be a problem. Teachers note that over the past five years the students continue to be excited about coming to school. Southridge has one of the district's highest attendance rates.

Expenditures & Services Offered

Although funding in many budget categories for Southridge Middle School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

- a) The instructional materials account has changed, with each enrollment funded at \$45.00 for instructional supplies.
- b) In 1995/96 Southridge Middle School received funding in categorical accounts amounting to \$169,000. This money served students/programs in the following areas: special education, programs for limited and non-English speakers, School Improvement Program, Chapter 2.

Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers Association the district staff was at an average of 30 students per teacher. Obviously, individual classes may be higher or lower, depending on the course. Additionally, the District provides 1 extra teacher, over the regular staffing ratio. At our school, this teacher is assigned to the Junior Academy and academic subjects to meet program needs.

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

1995-96 Distribution of Children for Each Teacher

<u>NUMBER OF CLASSES</u>	<u>STUDENT NUMBERS</u>
6	15
27	20
28	25
21	30
7	35
5	50

Above, you will find a breakdown of the number of classes and the number of students in the classes. Keep in mind that the smaller classes indicate classes for learning handicapped students and the larger classes include physical education classes, band, choir, etc.

Teacher Assignment

Every teacher in Southridge Middle School is properly certified to teach at the appropriate grade level.

Counseling and Support Services

The school enjoys the services of a full-time librarian, two counselors, part time speech therapists, psychologists, an adaptive P.E. teacher, a nurse, and a five hour per day health clerk. The present ratio of six hundred per counselor is far from adequate, but basically our academic counseling needs are being met.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. On occasion when this occurs our teachers substitute during their conference period. This provides an uninterrupted instructional process.

Classroom Discipline & Climate for Learning

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and District administration have been especially supportive of our instructional of which parents highly approve and about which students are excited.

Teacher Evaluation & Professional Improvement

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. The evaluation procedures used are consistent with research on useful evaluation and State law and administrators are fully trained in using the instrument.

Probationary teachers (those teachers working less than two years in the District) are observed at least three times per year and receive two formal evaluations annually.

Training & Curriculum Improvement

Southridge Middle School has a on-going plan for staff development and curriculum improvement with an emphasis in Literacy. This plan was developed jointly by the teachers and the administration after much research and discussion. Features of the plan include; opportunities for teachers to observe and coach each other, travel to select conferences, the use of consultants from the District Staff Development Department and from outside the District. We are most appreciative of the minimum days and of student non-attendance days when teachers spend entire days acquiring new teaching skills and developing new programs.

Quality of Instructional Leadership

There are a variety of programs on the campus to meet the diversity of the student needs. These include: Resource Consultant Model, Clustering, Junior Academy, Leadership, Peer Counseling Program, Intramurals, the Severely Handicapped Program, Interdisciplinary Teams, Curriculum-Based Measurement, and a complete restructuring of curriculum and assessment.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.

Southridge Mission Statement

To graduate all students prepared to succeed in a changing world.

Southridge Learner Outcomes

The graduate of Fontana Unified School District will be:

A life-long learner who:

- Identifies and uses a variety of technologies to obtain and process information.
- Manages and adapts to changing situations and settings.

A responsible citizen who:

- Solves problems individually and collaboratively and accepts the challenge of taking risks.
- Follows the law and pursues change within the legal democratic process.
- Actively contributes to building a strong community for today and tomorrow.
- Displays respect for people from diverse cultures and viewpoints by recognizing and incorporating the contributions of all cultural groups.
- Evaluates various political, economic and social systems as they effect our lives.

A self-directed individual who:

- Assumes responsibility for wellness by engaging in healthful habits.
- Develops and maintains a healthy personal identity by implementing a plan for self-improvement that includes emotional, intellectual, physical, spiritual and social aspects of living.

An effective communicator who:

- Receives and conveys effective communication through a variety of methods.
- Actively manages conflict and debates in constructive ways.

A perceptive thinker who:

- Demonstrates personal responsibility for the local and global environment.
- Uses the processes of synthesis, analysis, evaluation, and reflection in learning and solving problems.

A quality producer who:

- Anticipates the future and reacts by creating innovative solutions to problems.
- Works cooperatively as a team member in a culturally diverse setting.
- Produces quality products and services.
- Effectively manages personal and organizational resources.