

# Fontana Unified School District

## Southridge Middle School

### 2000-2001 Annual School Report Card



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

#### Southridge Middle School

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Sixth - Eighth Grade  
Sandra Watkins  
Principal

#### Board of Education

Laura Abernathy-Mancha,  
Board President

D. Wayne Ruble, Ed.D., Board Clerk

Kathy Binks, Board Member

Gus Hawthorn, Board Member

Rick McClure, Board Member

#### District Administration

Karen J. Harshman, Ed.D.  
Superintendent of Schools

Emmanuel J. D'Souza  
Associate Superintendent, Business

Francesca Mazzolini  
Associate Superintendent, Education

Patricia J. Peoples, Ed.D.  
Associate Superintendent, Human  
Resources

#### A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.  
Superintendent of Schools

#### Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Southridge Middle School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities.

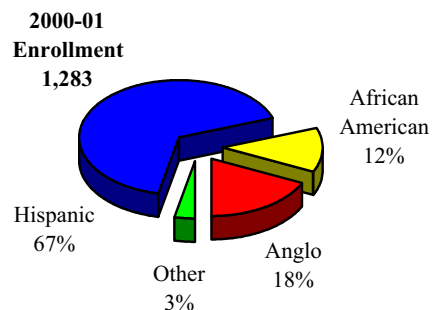
Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Southridge Middle School change with the times and maintain flexibility in this and future generations.

#### School Mission

In an atmosphere of mutual support and cooperation the students of Southridge Middle School develop responsibility, excel academically and take pride in personal and group achievements. An enthusiastic and progressive staff creates a nurturing environment where students are treated with consistency and integrity as they grow into responsible adulthood.

#### Community & School Profile

The city of Fontana is located in the county of San Bernardino, surrounded by the coastal mountain ranges of Southern California. Incorporated in 1952, this suburban city lies approximately 50 miles east of the city of Los Angeles in what is known as the Inland Empire. The residents of Fontana enjoy a mild climate, with an average annual temperature of 66 degrees and 16 inches of annual rainfall.



Historically Fontana was first settled as a Spanish land grant in the early 1800's and grew to become an important agricultural community in the early 1900's, producing citrus, grains, grapes, and poultry. By the 1950's, a large steel mill was opened in the city, and Fontana became the largest producer of steel products in Southern California. The steel operations in the city have since diminished, and currently the largest employers in Fontana include the medical, transportation, and distribution industries as well as the Fontana Unified School District.

The city of Fontana offers a community atmosphere with many residential neighborhoods of quality, affordable housing. Fontana is located near mountains, beaches, lakes and desert areas, which offer many recreational opportunities. There are 39 parks and recreational facilities located within the city, and 23 active sports organizations. One of the largest shopping centers in Southern California is located nearby, as well as the California Speedway, which holds NASCAR and Indy car races.

The Fontana Unified School District educates children in grades preschool through twelve on both traditional and year-round, multi-track systems. The district consists of 23 elementary schools, seven middle schools, three high schools, two continuation high schools, and one adult education program. The Fontana Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing a strong instructional program for all students to ensure excellence in education.

Southridge Middle School is a single-track, year-round school serving 1,283 students in grades six through eight. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Southridge Middle is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience

### Discipline & Climate for Learning

Students at Southridge Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Southridge Middle's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks which outline school discipline policies and the student code of conduct.

### Attendance

Regular attendance at Southridge Middle is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Punctuality and promptness are desirable traits to develop. The students of Southridge Middle are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Southridge Middle expelled 17 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Southridge Middle			All Fontana Middle Schools		
	99	00	01	99	00	01
Suspensions (#)	180	190	193	3359	1438	1664
Suspensions (%)	16.6	16.0	15.0	44.7	18.0	19.3
Expulsions (#)	9	3	5	78	56	43
Expulsions (%)	0.8	0.3	0.4	1.0	0.7	0.5

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- ASB
- Project Adventure
- After-school Computers
- Homework Club
- GATE
- Peer Leaders
- Basketball Club
- After-school Art
- Drama
- School Newspaper
- Spirit Squad
- School Dances

The school's intramural athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

- Track and Field
- Soccer
- Basketball
- Weightlifting

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Renaissance Program
- History Day
- Science Fair
- ASB Incentive Program
- Writing Celebration
- Math Field Day

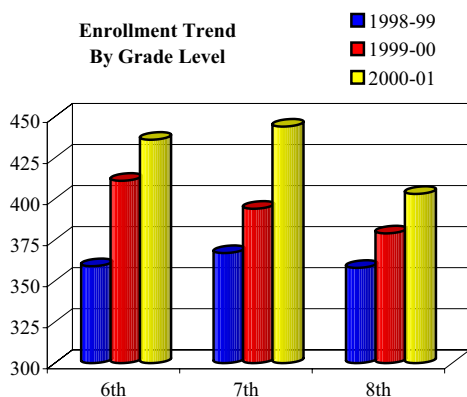
### Homework

Southridge Middle feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. On average, students are expected to have 1 1/2 hours of homework four days a week. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environ-

ment for homework activities and to be responsible for reviewing homework assignments with their child.

## School Attendance

Student enrollment over the past three years at Southridge Middle has increased by 18.4%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1283 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Southridge Middle. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Southridge Middle were 94.54% and 94.40%, respectively.

Southridge Middle has implemented several measures in order to promote student attendance. Students with good attendance are recognized by the Renaissance and ASB positive incentive programs. Students with repeat issues of tardiness or missing school spend four hours after school working on campus beautification and school work with instructional aids.

## Class Size

Southridge Middle maintained a schoolwide average class size of 30.2 students and a pupil/teacher ratio of 26:1 for the 2000-01 school year. The ratio of students per teacher varies by grade level and subject area taught.

	<b>Teaching Load Distribution</b>											
	<i>Number of Classes by Size</i>											
	Average Class Size			Classrooms containing								
				1-22			23-32			33+		
	98	99	00	Students			Students			Students		
	98	99	00	98	99	00	98	99	00	98	99	00
<b>English</b>	28	28	25	7	5	8	12	10	23	27	31	23
<b>Math</b>	34	34	28	1	0	2	12	11	12	19	21	25
<b>Science</b>	33	34	27	1	0	3	3	8	27	27	24	22
<b>Social Science</b>	33	32	32	1	1	0	4	9	13	26	24	22

## Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Southridge Middle either met or exceeded state requirements. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes

of instructional time. Southridge Middle School offered 54,225 minutes of instructional time. Students received between 54 and 55 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

## Minimum Days

For the 2000-01 school year, Southridge Middle offered 180 days of instruction comprised of 135 regular days and 45 days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Southridge Middle utilizes minimum days for staff development, teacher preparation, parent conferences, team meetings, department meetings, and grade level meetings.

## School Facilities & Safety

Southridge Middle provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1987, and include the library, multi-purpose room, heart lab, gymnasium, boys and girls locker rooms, playground areas, and 43 classrooms which are all up-to-date and provide adequate space for students and staff. In 2000-01, all portable classrooms at Southridge Middle were replaced with new units.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Southridge Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Spring of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

## Student Achievement & Testing

In 2000-01, multiple measures of student achievement were used as an ongoing part of the quality instructional program at Southridge Middle. These measures were used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Language Arts and Math Assessments were given three times throughout the year to students in sixth through eighth grades. These were criterion-referenced tests that were developed by the district and written to align 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 pinpoint at risk students. The district and school then utilized various intervention programs to help bring struggling students back to grade level.

### Standardized State Testing

Southridge Middle participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001			
All Students	English/Language Arts		
	6	7	8
Southridge Middle	17	31	18
Fontana USD	10	14	15
California	31	32	32
<b>Subgroups</b>			
<b>Gender</b>			
Male	15	16	24
Female	19	26	24
<b>Ethnicity</b>			
	*	*	*
<b>Language Fluency</b>			
English Learners (EL)	0	8	0
Non EL	19	24	23
<b>Migrant Education</b>			
	*	*	*
<b>Socioeconomic Status</b>			
SED	14	12	14
Non SED	20	27	22

*SED = Socioeconomically Disadvantaged*  
*\*Data currently unavailable.*

SAT-9 Results 1999, 2000, 2001 % At or Above National Average									
All Students	Reading								
	6			7			8		
Grade	99	00	01	99	00	01	99	00	01
Southridge Middle	38	37	34	32	27	42	50	45	31
Fontana USD	25	23	23	27	25	28	32	30	29
California	44	46	47	44	46	48	47	49	50
All Students	Math								
	6			7			8		
Southridge Middle	42	48	51	34	32	42	33	38	35
Fontana USD	30	34	37	26	29	36	26	29	31
California	50	55	57	45	48	50	45	48	49

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile						
Gender	Reading			Math		
	6	7	8	6	7	8
Male	27	36	25	47	40	33
Female	41	48	37	55	44	37
<b>Ethnicity</b>						
African American	27	32	24	36	31	23
Asian	30	*	*	60	*	*
Hispanic	31	37	29	48	40	32
Anglo	48	70	45	65	53	52
<b>Language Fluency</b>						
English Learner (EL)	9	13	1	29	19	16
Non EL	37	48	38	54	47	39
<b>Socioeconomic Status</b>						
SED	22	32	21	43	32	27
Non SED	43	49	39	58	48	41
<b>Migrant Education</b>						
<i>No Data Reported</i>						

*SED = Socioeconomically Disadvantaged*  
*\*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

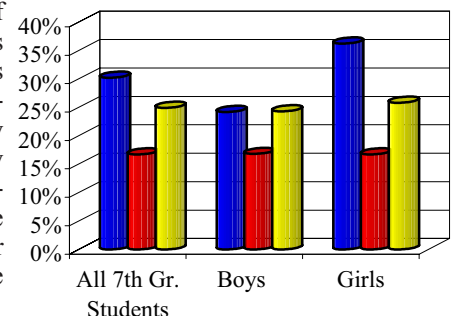
### Physical Fitness

In the spring of each year, Southridge Middle is required by the state to administer a physical fitness test to all students in the seventh grade.

The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

**Students In Healthy Fitness Zone**

■ Southridge Middle  
 ■ Fontana USD  
 ■ California



The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

### Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Southridge Middle qualified to participate in the 2000-01 II/USP Program. Southridge Middle did apply for and receive II/USP funding.

API School Results					
All Students Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	99	100	Percent Tested	100	98
API Score	584	591	API Growth Score	591	615
Growth Target	11	10	Actual Growth	7	24
Statewide Rank	4	4	Eligible for Awards	No	No
Similar Schools Rank	7	5	Eligible for II/USP	No	Yes
<b>Subgroups</b>					
African-American					
Base API Score	558	532	API Growth Score	532	531
Growth Target	9	8	Actual Growth	-26	-1
Hispanic or Latino					
Base API Score	560	565	API Growth Score	565	598
Growth Target	9	8	Actual Growth	5	33
Anglo					
Base API Score	655	694	API Growth Score	694	701
Growth Target	9	8	Actual Growth	39	7
Socioeconomically Disadvantaged					
Base API Score	519	518	API Growth Score	518	567
Growth Target	9	8	Actual Growth	-1	49
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

### Textbooks & Instructional Materials

Southridge Middle sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the district's Curriculum Council standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year Fontana Unified School District implemented updated social science textbooks, and adopted textbooks in science and mathematics:

2000-01 Textbook Adoptions			
Subject	Adoption Year	Publisher/Series	Grade Levels
Mathematics	2000/01	Prentice Hall/Prentice Hall Algebra I	7-8
		McDougal Littell/Algebra I	6
Science	2000/01	Prentice Hall/Science Explorer	6-8
Social Studies	1999/00	Houghton Mifflin/Social Studies	6-8

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Fontana Unified School District's website provides a variety of resources and information for parents, staff, students and community members.

### Counseling & Other Support Services

It is the goal of Southridge Middle to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services, on a part-time and full-time basis. A psychologist and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

### Counseling and Support Services Staff

	Number of Staff		Availability Days Per Week
		FTE	
Counselor	2	2	5
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.6	3
Police Officer	1	0.4	2
Speech/Language Specialist	1	0.6	3

\*FTE = Full-Time Equivalent

### Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Southridge Middle works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

### Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Southridge Middle had 36 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	99	00	01
	Fully Credentialed	37	34
Emergency Credentials	5	8	3
Waiver	2	2	10
<b>Total Teachers</b>	<b>44</b>	<b>44</b>	<b>49</b>
Working Outside Subject	0	0	0
Average Years Teaching	10.2	9.8	8.8
Average Years in District	7.2	6.7	6.2

Southridge Middle supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 54 employees: 18.5 percent with 30+ additional units beyond their bachelor's degree and 53.8 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Resource Specialists (4 full-time)
- Resource Specialist Aides (4 full-time)
- Special Day Class Teachers (3 full-time)
- Special Day Class Aides (3 full-time)
- Library Specialist (1 full-time)

- English Language Learners Aides (2 full-time)
- Adaptive Physical Education Specialist (1 part-time)
- Computer Lab Coordinator (1 full-time)
- Music Teachers (2 full-time)

### Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and assistant principals; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum and instructional strategies. The number of staff development days varies each year. Staff at Southridge Middle had the option to participate in three staff development days in 2000-01; three days in 1999-00; and four days in 1998-99.

### Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, credentialed staff or administrators fill the vacancy during prep-periods.

### Training & Curriculum Improvement

All training and curriculum development at Southridge Middle revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Southridge Middle's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In a focus on language arts curriculum, Fontana Unified School District utilized the Fast ForWord language development program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. On average, students with reading problems make one to two year gains in language skills after only a few weeks in the program.

In addition, the district adopted the Language! literacy intervention program for grades six through eight. This program addresses students performing below grade level in reading, writing, and spelling, and enables them to return to grade level through individualized instruction and ongoing assessment. Stu-

dents take placement tests and enter the program at their own performance level. They receive instruction in reading, writing, spelling, grammar, language and vocabulary as they advance through the different levels until they reach grade level. In addition to Fast ForWord and Language! Southridge Middle offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Mentor Program (teacher to student)
- Homework Center
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions in language arts and math

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Southridge Middle teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were:

- Language!
- Reading in the Content Area

For the 2001-02 school year, staff at Southridge Middle will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

### Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Each school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates the student's overall process through the program.

### Quality of Instruction & Leadership

Leadership at Southridge Middle is a responsibility shared between district administration, the principal, assistant principals, school counselors, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Southridge Middle's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum

aligned with state and district standards. The assistant principals jointly offer guidance to students and parents concerning disciplinary issues, intersessions, student study teams, and English Language Learners. The administration of extracurricular activities, campus security, school safety, technology, and facilities also falls under the supervision of the assistant principals.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Curriculum Adoption Committees (Language Arts, Mathematics, Science, and Social Science)
- Superintendent's Teacher Council
- Site Literacy Committee
- Staff Development Advisory Committee
- Budget Committee
- Benefits Committee
- Educational Accountability Committee
- Fontana Management Association

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Parent Forums
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

### Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

<b>Expenses Related to Instruction Per Student*</b>		
<b>1999-00</b>		
	<b>Statewide Average</b>	
<b>Fontana USD</b>	<b>All Unified Districts</b>	<b>All Districts</b>
\$5,542	\$5,758	\$5,705

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

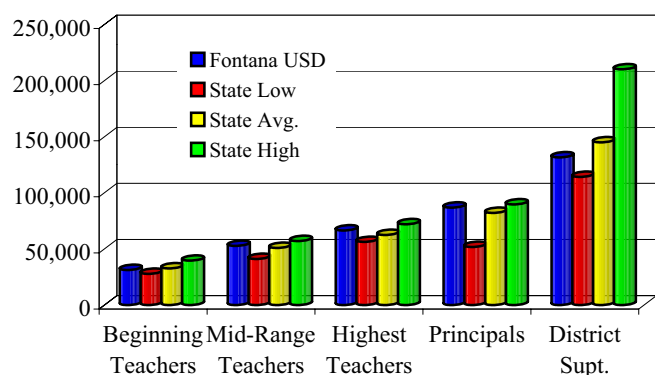
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Tenth Grade Counseling
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

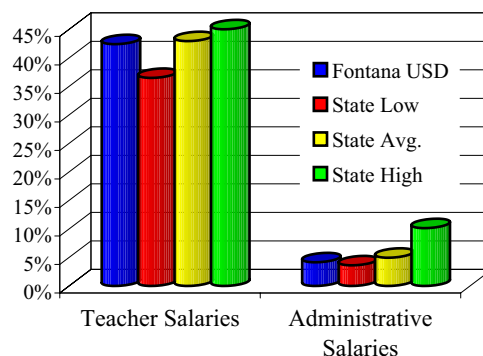
### Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information  
Teachers - Principals - Superintendent  
1999-00**



**Percentage of Budget  
Teacher and Administrative Salaries  
1999-00**



### Contact Information

Parents who wish to participate in Southridge Middle’s leadership teams, school committees, school activities, or become a volunteer may contact the principal at (909) 357-5420.