Fontana Unified School District

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Southridge Tech Middle School

14500 Live Oak Avenue, Fontana, CA 92337 - (909) 357-5420
Serving grades Six through Eight - CDS Code: 36-67710-6106504
http://www.fusdweb.com/sites/ middle/southridge

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2019-2020 School Accountability Report Card

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

District Vision

Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

Our Three Cornerstones of Success
- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

Our Goals and Budget Priorities
- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

School Mission Statement

Southridge Middle School seeks to:

- Develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Prepare ALL students to be college and career ready to succeed in a global society.
- Instill 21st century skills through hybrid technology and instruction, rich curriculum, and real-life experiences.
- Build partnerships with families, businesses, and higher education.

School Profile (School Year 2020-21)

Southridge Tech 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. 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.

Fontana Unified schools are located in San Bernardino county, California. The state of California has been heavily impacted by the COVID-19 pandemic and most schools in the state are participating in full distance learning and some with a hybrid of distance learning and in-person learning. Every county in California is assigned to a tier based on its test positivity and adjusted case rate. San Bernardino County is currently in the Widespread (Purple) Tier, the strictest of tiers. Under the California guidance, schools may not reopen for in-person instruction until the county has been in the Substantial (Red) tier for at least two weeks. As a result, all Fontana Unified schools will continue to educate students via distance learning until further notice.

Principal's Message

On behalf of our faculty and staff, we are honored and privileged to serve the Southridge community—a service we do not take lightly. Those who visit our campus will observe professionals who actively engage in meaningful collaboration, encourage and foster life-long learning, and celebrate personal and school-wide growth!

We are educators who employ a student-centered approach to learning to meet the diverse learning needs of our students. Consequently, we meet regularly to improve our skills and knowledge through focused data analysis, instructional discourse, and professional collaboration to inform decisions that have a direct effect on student learning.

Our Professional Learning Communities have made concerted efforts to:

* standardize and calibrate our grading practices and expectations to measure our efficacy;

* collect and analyze data to drive our professional development and classroom lessons;
* differentiate our professional enrichment times for meaningful and relevant collaboration;
* implement close reading strategies across the curriculum;
* facilitate academic discourse within each subject content area;
* initiate the implementation of thinking maps to align with our cohort family of schools.

It is our belief that through consistent implementation of our District adopted curriculum and through effective use of our common planning time, we will create learning experiences that will prepare our students to excel in a complex, interconnected, shifting world by instilling 21st century skills. We hope that we inspire and foster life-long learning that will help our scholars find success in whatever endeavor—professional or academic—they choose.

It is my promise that Southridge Middle School will do all it can to help your student succeed. If you ever have questions or concerns, do not hesitate to give me a call or set up an appointment.

The COVID-19 pandemic has required the closure of in-person learning at our school. While we all would rather be learning in-person together; I am so proud of our students, families, and teachers for how well they have handled the transition to distance learning. I look forward to being able to see all of the students in-person again as soon as it Is safe to do so. Until then, we will continue to get through this unprecedented challenging time together virtually.

School Enrollment

The charts display student enrollment broken down by student group and grade.

Enrollment Trend by Grade Level			
	2016-17	**2017-18**	**2018-19**
6th	334	360	317
7th	358	337	352
8th	348	354	336
Total	1,040	1,051	1,005

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	5.0
American Indian or Alaska Native	0.1
Asian	1.7
Filipino	1.5
Hispanic or Latino	87.1
White	3.9
Two or More Races	0.8
EL Students	15.4
Socioeconomically Disadvantaged	88.6
Students with Disabilities	12.6
Foster Youth	0.9
Homeless	0.9

School Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Fontana Unified School District. Attendance, tardiness, 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. Absence reports are regularly reviewed by the school. Parents are informed of absences through phone calls and letters sent home.

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

Conditions of Learning
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

 • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
 • Pupils have access to standards-aligned instructional materials; and
 • School facilities are maintained in good repair.

School Facilities (School Year 2020-21)

Age and Condition of Facilities

Built in 1987, Southridge Tech Middle School sits on 20 acres and includes a library, 41 permanent classrooms, 10 portable classrooms, two computer labs, a gym, a staff lounge, teacher's workroom and a cafeteria/multipurpose room with stage area (indoor/outdoor). We recently purchased and installed our first electronic marquee to enable better communication with our parents and community.

Campus Supervision

Southridge Tech Middle School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. The school recently received a large grant called the DROPS grant. It updated some of our facilities to be more water conscious. DROPS is a program that affords significant funds towards school beautification which manages rain and storm water run-off. The grant is also designed to host community events and student education around water conservation.

Student safety is taken very seriously at Southridge Tech 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, a campus security officer 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, counselors, two campus security officers, and all administrators share supervision of student activities in the cafeteria and in common gathering areas.

Southridge Tech 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.

One full-time day custodian and three full-time evening custodians are assigned to Southridge Tech 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.

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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: add security/single point entry fencing to the front of school - at fire lane, Prop 39 replacement of multiple HVAC systems, add DROPS - Water Conservation Grant drought tolerant landscaping, add Potable water swap to reclaimed water.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each 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 chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2020.

School Facility Conditions				
Date of Last Inspection: 03/22/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			P- T 2: CARPET HAS WAVES/ WORN/ TRIP HAZARD. RM 528: CARPET IS TORN AT SEAM/ BLINDS ARE BROKEN. RM 208: HOLE IN CEILING TILES. RM 313: RUBBER MOLDING IS MISSING AT BASE OF WALL/ WALL HAS HOLES AT BASE BEHIND TEACHERS DESK. LOUNGE: SMALL WATER STAIN CEILING TILE. BOYS RR: TILES ARE MISSING ON SINK COUNTER TOP. ASB OFC, P- T 3, RM 422: WATER STAINS CEILING TILES. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			RM 425: WATER STAIN IN LIGHT DIFFUSER. (Work order submitted.)
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			RM 103: PAINT IS CHIPPING ON INTERIOR WALL. ADMIN BLDG: PAINT IS CHIPPING ON RAILING AND SECURITY GATE AT MAIN ENTRY. (Work orders submitted.)
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			RM 211: CONCRETE IS CRACKED AND UNEVEN IN QUAD AREA/ TRIP HAZARD. RM 315: CONCRETE IS CRACKED ON WALKWAY/ TRIP HAZARD. P- T 7: CRACKS AND HOLES IN CONCRETE/ TRIP HAZARD. GYMNASIUM: HOLE IN CONCRETE WALKWAY/ TRIP HAZARD. P- T 12: TRIP HAZARD AT ASPHALT/CEMENT SEAM. (Work orders submitted.)

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	41	46	46	1735
Without Full Credentials	3	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	4

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2020-21)

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on December 9, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

History/Social Studies & Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in 2019, adoption for grades four and five was completed in 2020, and grades Kindergarten through three is planned for adoption in 2021. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

Middle School Advanced Math Curriculum

The Integrated Math curriculum has been adopted at the local level for use in grades nine through twelve; yet has not been adopted by the state for use at the middle school level. In order to meet the educational needs of advanced students, the middle schools of Fontana Unified offer the opportunity to take the high school course Integrated Math 1 in 8th grade.

Quality, Currency, & Availability

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: December 2020						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
6th-8th	English/Language Arts, English Language Development	McGraw-Hill	StudySync	2016	Yes	0.00%
6th	History/Social Science	Teacher's Curriculum Institute	History Alive: The Ancient World	2019	Yes	0.00%
7th	History/Social Science	Teacher's Curriculum Institute	History Alive: The Medieval World and Beyond	2019	Yes	0.00%
8th	History/Social Science	Teacher's Curriculum Institute	History Alive: The US Through Industrialism	2019	Yes	0.00%
8th	Integrated Mathematics	Houghton Mifflin	Integrated Math	2015	No	0.00%
6th-8th	Mathematics	Big Ideas Learning	Big Ideas Math	2014	Yes	0.00%
6th	Science	Houghton Mifflin	California Science	2007	No	0.00%
7th	Science	Prentice Hall	Focus on Life Science	2007	No	0.00%
8th	Science	Prentice Hall	Focus on Physical Science	2007	No	0.00%
6th-8th	Spanish	McGraw-Hill	Asi Se Dice	2017	No	0.00%

Pupil Outcomes
State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	38	44	48	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	23	25	22	19	23	26	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
		English-Language Arts				Mathematics			
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	1012	1009	99.70	0.30	48.12	1009	99.70	0.30	22.1
Male	509	506	99.41	0.59	43.28	507	99.41	0.59	22.88
Female	503	503	100.00	0.00	52.99	502	100.00	0.00	21.31
Black or African American	49	49	100.00	0.00	44.9	49	100.00	0.00	14.29
Asian	18	18	100.00	0.00	61.11	18	100.00	0.00	55.56
Filipino	15	15	100.00	0.00	93.33	15	100.00	0.00	66.67
Hispanic or Latino	880	877	99.66	0.34	46.8	877	99.66	0.34	20.75
White	41	41	100.00	0.00	56.1	41	100.00	0.00	29.27
Socioeconomically Disadvantaged	896	894	99.78	0.22	46.7	894	99.78	0.22	21.48
English Learners	372	372	100.00	0.00	37.63	371	100.00	0.00	15.36
Students with Disabilities	112	111	99.11	0.89	10.81	111	99.11	0.89	2.7
Homeless	14	14	100.00	0.00	35.71	14	100.00	0.00	21.43

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.2%	22.4%	28.9%

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement
State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2020-21)

Parents are encouraged to become involved in Southridge Middle School's learning community. 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). We hold a monthly Coffee with the Principal where parents are invited to come to learn about Southridge and ask any questions of the principal or other staff members. Southridge also offers AVID classes to get students ready for college track. 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.

Southridge Tech works very closely with our parent committees and we make great efforts to connect with our community. Parents can provide feedback in a variety of ways through school surveys, committee meetings such as SSC, ELAC, AAPAC and Coffee with the Principal. At every meeting, we establish an agenda and present data to parents in a comprehensible manner so that parents are informed and knowledgeable of decisions that affect our campus. At these meetings, we model all instructional practices, provide them access to systems to help them advocate for their students, and allow time for parents share positive aspects of how we are meeting the needs of the school as well as focusing on areas of improvement.

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.

Families and other community members are encouraged to be involved in school activities and events. Breakfast and lunch are provided to all students at no cost. Transportation is also available to qualifying students beyond a two-mile school radius. Our bilingual aides provide translation for students in the Structured English Immersion(SEI) classrooms and translators are available for families. All parent and stakeholder communication are provided in both English and Spanish. Spanish translation is provided for all parent engagement assemblies and site meetings to encourage family and stakeholder participation.

Southridge staff recognizes students for their academic, attendance, athleticism, and positive behavior. This will be done at the end of each semester through programs such as Principal's Honor Roll (GPA 4.0), Academic Honor Roll (GPA 3.5), Honor Roll (GPA 3.0), Student of the Month, ELL Reclassification, citizenship, and Attendance awards. Each month students with outstanding character are recognized with a certificate and t-shirt

for Student of the Month recognition. We also host an awards ceremony that solely recognizes students who have demonstrated growth, leadership, improvement, and commitment. Students also receive recognition as a college team for exhibiting school spirit.

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

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 assistant principal's office. When administering consequences, the 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.

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 emphasize the school mission, discuss rules to live by such as honesty, respect, responsibility, review Education Codes governing behavior responsibilities and subsequent consequences, and 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 semester at an awards assembly. 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 and flag football. Southridge Middle School sponsors a basketball team which competes with other schools in the district.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	5.00	4.19	4.50	0.00	0.00	0.00
District	4.20	3.88	3.20	0.08	0.04	0.10
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2020-21)

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in August 2020. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
6	24	26	24	17	17	16	31	28	35	9	19	8
By Subject Area												
English	21	21	22	19	17	15	15	13	10	6	7	9
Mathematics	22	22	22	15	14	17	16	15	14	4	5	6
Science	28	29	29	5	4	4	7	8	4	13	12	16
Social Science	26	28	29	6	5	4	11	11	7	10	9	13

Counseling & Support Staff (School Year 2019-20)

Southridge Tech 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 Intervention Teams (SIT) 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.

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 Tech 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.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2018-19	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	503

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2	2.0
Nurse	1	0.3
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	0.2

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The 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.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance & Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that were professional development opportunities available to staff. Additionally, multiple partial day opportunities are available for staff. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	76	171	273

Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

District Revenue Sources (Fiscal Year 2019-20)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Learning & Safe Neighborhood Partnerships
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

District Expenditures (Fiscal Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,500
From Supplemental/Restricted Sources	$1,410
From Basic/Unrestricted Sources	$5,090
District	
From Basic/Unrestricted Sources	$5,731
Percentage of Variation between School & District	-11.2%
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	-32.2%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2017-18	District	State
Beginning Teachers	$47,739	$48,612
Mid-Range Teachers	$80,449	$74,676
Highest Teachers	$102,495	$99,791
Elementary School Principals	$121,535	$125,830
Middle School Principals	$121,535	$131,167
High School Principals	$133,944	$144,822
Superintendent	$250,000	$275,796
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	$102,146
District	$84,509
Percentage of Variation	20.9%
School & State	
All Unified School Districts	$82,403
Percentage of Variation	24%