

Fontana Unified School District Southridge Tech Middle

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Fontana Unified School District
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BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

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.

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 STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

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.

DISTRICT GOALS

- 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 STATEMENTS

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.

SCHOOL PROFILE

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. In addition, 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 members share a deep sense of commitment, responsibility, and ownership to each child, recognizing each student's strengths and learning needs in all areas.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	52.5
Male	47.5
Non-Binary	
American Indian or Alaska Native	0.1
Asian	1.7
Black or African American	6.4
Filipino	1.8
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.1
White	4.7
Two or More Races	0.6
EL Students	16.5
Foster Youth	0.5
Homeless	1.5
Military	
Socioeconomically Disadvantaged	69.2
Migrant Education	
Students with Disabilities	12.5

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
6th	275
7th	326
8th	336
Total	937

CONDITIONS OF LEARNING

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.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.20	64.77	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.22	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	5.30	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	2.64	19.70	1.15	12,115.80	4.41
Unknown	11.20	25.01	407.00	23.67	18,854.30	6.86
Total Teaching Positions	45.10	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.70	84.43	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.18	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	3.55	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.48	31.90	1.82	11,953.10	4.28
Unknown	4.20	9.34	87.80	5.02	15,831.90	5.67
Total Teaching Positions	45.90	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.30	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.30	1.60

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	0.20
Total Out-of-Field Teachers	1.10	0.20

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.70	4.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.90	0.00

FACILITY INSPECTION RESULTS

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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/23/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	RM 312: 4. CARPET HAS WAVES. BOYS RR: 4. FLOOR TILES ARE BROKEN BY URINAL. P- T 1: 4. FLOOR TILES CRACKED WITH HOLES AT ENTRY. RM 423: 4. FLOOR TILES HAVE HOLES. RM 422: 4. FORMICA IS DAMAGED ON COUNTER. RM 527: 4. RUBBER MOLDING IS LOOSE ON EAST WALL. ASB OFC: 4. WATER STAINS CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	RM 313, RM 315: 7. ELECTRICAL CONDUIT IS LOOSE ON WALL. RM 103: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. P- T 7: 7. ETHERNET OUTLET BOX IS LOOSE ON WALL. P- T 6: 7. OUTLET COVER IS MISSING UNDER WHITEBOARD.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	P- T 7: 11. NO SKID PAINT IS PEELING ON RAMP.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM 107: 14. BOARD IS LOOSE ON EAVE. P- T 3, P- T 7: 14. TRIP HAZARD AT RAMP ENTRY. RM 426: 14. WATER POOLS ON WALKWAY.

SCHOOL FACILITIES

Age and Condition of Facilities

Built in 1987, Southridge Tech Middle School sits on 20 acres and includes a library, 41 permanent classrooms, ten portable classrooms, two computer labs, a gym, a staff lounge, a teacher's workroom, and a cafeteria/multipurpose room with a stage area (indoor/outdoor).

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 for school beautification, managing rain and stormwater 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 the campus. During lunch, counselors, two campus security officers, and all administrators supervise student activities in the cafeteria and common gathering areas. Southridge Tech Middle School is a closed campus. Therefore, all visitors must sign in at the school's office during school hours 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 that outlines cleaning standards and prioritization guidelines. In addition, 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 they 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 before students and staff enter school grounds. In addition, 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 deep cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning carpets, floors, windows, restrooms, and other significant components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submits 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, which identifies the scope of each project and then assigns the project to either district maintenance technicians/specialists or site custodians.

Each site custodian can handle general repairs; the district's maintenance department completes projects requiring specialists or third-party contractors. 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 the gym floor, solar installation projects, PA system upgrades, paint the exterior of the entire school, paint the interior of the whole school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, 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 according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. 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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English/Language Arts, English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (State)	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (State)	0
	Grade: 8th / Course: Integrated Mathematics / Publisher: Houghton Mifflin / Series: Integrated Math / Adoption: 2015	Yes (State)	0
History / Social Science	Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (State)	0
	Grade: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2019	Yes (State)	0
	Grade: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2019	Yes (State)	0
Science	Grades: 7th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 7th-8th / Course: Spanish / Publisher: McGraw-Hill / Series: Asi Se Dice / Adoption: 2017	Yes (State)	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	46	34	47
Mathematics (Grades 3-8 and 11)	23	18	33
Science (Grades 5, 8, and 10)			

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	928	925	99.68	0.32	46.05
Male	441	439	99.55	0.45	35.76
Female	487	486	99.79	0.21	55.35
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	64.29
Black or African American	54	54	100.00	0.00	42.59
Filipino	18	18	100.00	0.00	77.78
Hispanic or Latino	791	788	99.62	0.38	45.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	42	100.00	0.00	42.86
Two or More Races	--	--	--	--	--
EL Students	148	147	99.32	0.68	9.52
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	15	15	100.00	0.00	53.33
Socioeconomically Disadvantaged	633	630	99.53	0.47	41.90
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	115	115	100.00	0.00	9.57

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	929	923	99.35	0.65	22.67
Male	441	438	99.32	0.68	18.08
Female	488	485	99.39	0.61	26.80
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	50.00
Black or African American	54	54	100.00	0.00	16.67
Filipino	18	18	100.00	0.00	77.78
Hispanic or Latino	792	786	99.24	0.76	21.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	42	100.00	0.00	19.05
Two or More Races	--	--	--	--	--
EL Students	149	148	99.33	0.67	1.35
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	15	15	100.00	0.00	26.67
Socioeconomically Disadvantaged	634	629	99.21	0.79	21.34
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	115	115	100.00	0.00	0.87

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	332	332	100.00	0.00	20.54
Male	157	157	100.00	0.00	17.20
Female	175	175	100.00	0.00	23.56
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	285	285	100.00	0.00	19.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	12	12	100.00	0.00	16.67
Two or More Races	--	--	--	--	--
EL Students	51	51	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	222	100.00	0.00	18.02
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	36	36	100.00	0.00	5.56

PHYSICAL FITNESS ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	97	97	97	97	97

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	999	967	274	28.3
Female	523	508	135	26.6
Male	476	459	139	30.3
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	17	16	3	18.8
Black or African American	67	60	20	33.3
Filipino	18	18	2	11.1
Hispanic or Latino	843	820	233	28.4
Native Hawaiian or Pacific Islander	1	1	0	0
White	46	45	15	33.3
Two or More Races	6	6	1	16.7
EL Students	184	173	50	28.9
Foster Youth	8	8	2	25
Homeless	21	19	8	42.1
Military				
Socioeconomically Disadvantaged	698	675	210	31.1
Migrant Education	0	0	0	0
Students with Disabilities	129	124	47	37.9

PARENT ENGAGEMENT

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

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.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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

SUSPENSIONS AND 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 and 2020–2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	3.13	0	5.11	0.18	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	5.11	0
Female	3.82	0
Male	6.51	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	5.88	0
Black or African American	5.97	0
Filipino	5.56	0
Hispanic or Latino	4.98	0
Native Hawaiian or Pacific Islander	0	0
White	2.17	0
Two or More Races	0	0
EL Students	7.07	0
Foster Youth	0	0
Homeless	9.52	0
Military		
Socioeconomically Disadvantaged	6.45	0
Migrant Education	0	0
Students with Disabilities	8.53	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL 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 completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	468.5

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.0

COUNSELING AND SUPPORT SERVICES

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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
6th	21	18	18	39	50	45	28	30	44	17	13	3
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	23	20	23	13	24	11	15	5	20	6	8	
Mathematics	26	19	22	14	22	17	14	13	17	6	4	
Science	28	26	26	3	7	22	14	11	12	8	9	6
Social Science	27	25	25	6	10	8	11	9	12	9	9	6

DISTRICT REVENUE SOURCES

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. 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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6,885
School: From Supplemental/Restricted Sources	\$ 1,468
School: From Basic/Unrestricted Sources	\$ 5,417
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-10.57 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-17.85 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

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.

2020-21 Average Teacher Salary	
School	\$ 87,112
District	\$ 89,523
Percentage of Variation between School & District	-2.69 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	2.04 %

DISCIPLINE AND 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.