



Fontana Unified Southridge Tech Middle

2024-2025 School Accountability Report Card



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SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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DISTRICT INFORMATION

Fontana Unified
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BOARD OF EDUCATION

Angel Ramirez, President
Marcelino "Mars" Serna,
Vice President
Adam Perez, Member
Danielle Holley, Member
Mary Sandoval, Member
Ashley Suarez,
Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
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Leslie Barnes, Ed.D.
Associate Superintendent,
Business Services
Christopher Hollister, Ed.D.
Interim Associate Superintendent,
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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.

- Visit the CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.
- 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>.

MORE INFORMATION

This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

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 FOCUS AREAS

- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS

Principal's Message:

Greetings to the Southridge community,

It is with great enthusiasm and a deep sense of responsibility that I extend a warm welcome on behalf of our dedicated faculty and staff. Serving the Southridge community is both an honor and a privilege that we hold in high regard. As you step onto our campus, you will encounter professionals passionately engaged in collaborative efforts, fostering a culture of lifelong learning, and celebrating the growth of individuals and the entire school community.

At Southridge Middle School, we are committed to a student-centered approach to learning, tailoring our methods to meet the diverse needs of our students. Our commitment is evident in our regular meetings where we enhance our skills and knowledge through focused data analysis, instructional discourse, and professional collaboration. These efforts directly influence decisions that impact student learning outcomes.

Our Professional Learning Communities have diligently worked to:

- * Align and standardize grading practices to measure efficacy.
- * Utilize data-driven insights for professional development and classroom strategies.
- * Tailor professional enrichment for meaningful collaboration.
- * Integrate close reading strategies across the curriculum.
- * Encourage academic discourse within each subject area.
- * Implement thinking maps to align with our cohort family of schools.

We firmly believe that consistent implementation of the district-adopted curriculum, coupled with effective use of common planning time, will create learning experiences that prepare our students for success in our rapidly changing world. Our goal is to instill 21st-century skills and inspire a love for lifelong learning, ensuring our scholars find success in their chosen endeavors, whether academic or professional.

I assure you that Southridge Middle School is dedicated to supporting your student's success. If you ever have questions or concerns, please don't hesitate to reach out to me. Your input is invaluable.

SCHOOL PROFILE

Southridge Tech Middle School welcomes parents to actively participate in our mission to enhance communication, support the learning process, and prepare students for the challenges of high school. Our highly qualified and experienced teaching staff is focused on understanding and meeting the unique academic, emotional, and social needs of middle school students, cultivating a safe and positive environment every day.

Every staff member shares a profound commitment to each child, recognizing individual strengths and learning needs across all areas. Together, we strive to create an environment where students can experience success in middle school and confidently transition to the high school curriculum. Our collective commitment to fostering a safe and positive environment reflects our dedication to the well-being and growth of each student.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	Percentage
Female	50.20
Male	49.80
Non-Binary	
American Indian or Alaska Native	
Asian	2.30
Black or African American	5.40
Filipino	1.20
Hispanic or Latino	86.90
Native Hawaiian or Pacific Islander	
White	3.80
Two or More Races	0.40
EL Students	17.80
Foster Youth	0.50
Homeless	2.60
Military	
Socioeconomically Disadvantaged	75.60
Migrant Education	
Students with Disabilities	12.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	Count
6th	236
7th	328
8th	359
Total	923

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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 3, 2025, and adopted Resolution # 25-27 to certify 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.

2025-26 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: 6th-8th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (State)	0
Foreign Language	Grades: 6th-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

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						
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

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.40	81.50	1,564.80	90.61	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	5.58	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.94	35.40	2.05	11,746.90	4.23
Unknown	5.10	11.93	84.90	4.92	14,303.80	5.15
Total Teaching Positions	43.50	100.00	1,726.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.90	84.80	1,569.70	91.57	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.40	0.55	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.10	1.99	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	2.12	36.40	2.12	12,112.80	4.34
Unknown	5.80	13.04	64.60	3.77	13,705.80	4.91
Total Teaching Positions	44.70	100.00	1,714.30	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.00	0.00
Misassignments	1.60	1.40	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	2.40	0.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.20	0.40	0.90
Total Out-of-Field Teachers	0.20	0.40	0.90

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	2.20	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	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.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	03/17/2025
Data Collected:	March 2025
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	FAIR	P- T 6: 4. CARPET IS SEPARATING AT SEAM. RM 312, RM 317: 4. CEILING IS STAINED. RM 317: 4. CEILING TILE IS BROKEN. MPR: 4. FLOOR TILES ARE CRACKED. RR, RR: 4. FLOOR TILES ARE CRACKED IN HALLWAY. RM 208: 4. FLOORING IS DAMAGED AT BACK ENTRY. RM 209: 4. FORMICA IS BROKEN ON COUNTER. P- T 7: 4. RUBBER MOLDING IS LOOSE AT BASE OF WALL. ASB OFC, P- T 1, P- T 10, P- T 9, RM 422, RM 425, RM 634, WEIGHT/DANCE RM, RM 209: 4. WATER STAIN CEILING TILES. (Work orders submitted)
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	
ELECTRICAL: Electrical	FAIR	RM 312: 7. ELECTRICAL CORD IS CREATING A TRIP HAZARD. RM 107: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD. RM 316, RM 529: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM 313, RM 532, RM 533: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. RM 314: 7. ETHERNET BOX IS LOOSE ON WALL/ ETHERNET CONDUIT IS LOSE ON WALL. RM 318: 7. ETHERNET BOX/ CONDUIT ARE LOOSE ON WALL. RM 102: 7. ETHERNET CONDUIT IS LOOSE ON WALL. LOUNGE: 7. LIGHT DIFFUSER HAS HOLE. GYMNASIUM: 7. LIGHT DIFFUSER IS MISSING. RM 101: 7. OUTLET COVER IS MISSING. RM 419: 7. SURGE PROTECTORS ARE DAISY CHAINED. (Work orders submitted)
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	
SAFETY: Fire Safety, Hazardous Materials	GOOD	P- T 10: 11. NO SKID PAINT IS PEELING ON RAMP. BOYS LOCKER RM: 11. PAINT IS CHIPPING ON CEILING. ADMIN BLDG: 11. PAINT IS CHIPPING ON EXTERIOR TRIM OF BUILDINGS. P- T 9: 11. PAINT IS CHIPPING ON SIDING. MPR: 11. PAINT IS CHIPPING ON WALL AT SERVING AREA. RM 103: 11. PLUG IN AIR FRESHENER IN USE. (Work orders submitted)
STRUCTURAL: Structural Damage, Roofs	GOOD	P- T 7: 12. DRY ROT ON RAMP. P- T 12, P- T 7, P- T 8, P- T 9: 12. DRY ROT ON SIDING. P- T 6: 12. DRY ROT ON SKIRTING. (Work orders submitted)
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	P- T 10: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM. P- T 2: 14. TRIP HAZARD ON ASPHALT. SNACK BAR: 14. TRIP HAZARD ON WALKWAY AT SERVING LINE. P- T 10, P- T 7: 15. DOOR DOES NOT CLOSE PROPERLY. P- T 6: 15. FENCE IS BENT BETWEEN PORTABLES. (Work orders submitted)

SCHOOL FACILITIES

Age and Condition of Facilities

Southridge Tech Middle School, established in 1987 on a spacious 20-acre campus, comprises various essential facilities. These include a library, 41 permanent classrooms, ten portable classrooms, two computer labs, a gym, a staff lounge, a teacher's workroom, and a versatile cafeteria/multipurpose room with both indoor and outdoor spaces.

Campus Supervision

Ensuring a clean, safe, and functional learning environment is a priority at Southridge Tech Middle School. Thanks to the recent DROPS grant, our facilities have been updated to be more water-conscious, aligning with the program's focus on school beautification and managing rain and stormwater run-off. Student safety is paramount, with eight stationed teachers during morning and afternoon student arrivals, a patrolling campus security officer, and administrators circulating the campus. Lunchtime is supervised by counselors, two campus security officers, and all administrators. Southridge Tech Middle School is a closed campus, requiring all visitors to sign in at the school office and wear identification badges during school hours.

Campus Maintenance

Our custodial staff, in collaboration with the district's maintenance department, ensures well-maintained classrooms and grounds. Following district guidelines outlined in the custodial manual, our custodial team, consisting of one full-time day custodian and three full-time evening custodians, conducts regular inspections for cleanliness, safety, and functionality. Daily communication between the assistant principal, campus security officers, and custodians addresses maintenance and safety concerns.

Improvements to Facilities

Districtwide improvements include upgrades to Wi-Fi infrastructure and technology, sidewalk replacement to address tripping hazards, portable ramp replacement, installation of portable HVAC units, gym floor re-sealing, solar projects, PA system upgrades, exterior and interior painting, swamp cooler replacement/repair, HVAC unit replacement, portable siding replacement, ramp replacement, and general installation of TVs in classrooms.

Facility Inspection Results

Regular inspections by site custodians and district trade specialists, at least twice a year, ensure that facilities remain up-to-date and provide adequate space for students and staff. Utilizing the Facilities Inspection Tool developed by the California Office of Public School Construction, the Fontana Unified School District assesses current conditions of the campus, addressing any identified improvement needs in the annual inspection report as per Education Code §17592.72(c)(1).

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.cde.ca.gov/ta/tg/taas/elpac/taaspp/taaspp.asp>. 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		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	41	38	41	35	37	40	46	47	48
Mathematics (Grades 3-8 and 11)	23	22	20	21	23	26	34	35	37
Science (Grades 5, 8, and 10)	26	23	27	17	19	22	30	31	33

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	908	902	99.34	0.66	40.91
Male	447	443	99.11	0.89	36.57
Female	461	459	99.57	0.43	45.10
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	50.00
Black or African American	47	46	97.87	2.13	26.09
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	794	790	99.50	0.50	40.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	32	31	96.88	3.12	45.16
Two or More Races	--	--	--	--	--
EL Students	129	128	99.22	0.78	2.34
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	27.50
Military	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	697	692	99.28	0.72	38.58
Migrant Education	0	0	0	0	0
Students with Disabilities	125	125	100.00	0.00	7.20

Assessment Results by Student Group - Mathematics

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	908	903	99.45	0.55	23.34
Male	447	444	99.33	0.67	26.57
Female	461	459	99.57	0.43	20.23
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	31.58
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	50.00
Hispanic or Latino	794	790	99.50	0.50	22.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	32	32	100.00	0.00	40.74
Two or More Races	--	--	--	--	--
EL Students	129	128	99.22	0.78	0.00
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	13.16
Military	15	15	100.00	0.00	42.86
Socioeconomically Disadvantaged	697	693	99.43	0.57	21.38
Migrant Education	0	0	0	0	0
Students with Disabilities	125	125	100.00	0.00	1.63

Assessment Results by Student Group - Science

2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	351	349	99.43	0.57	27.22
Male	166	164	98.80	1.20	26.22
Female	185	185	100.00	0.00	28.11
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	300	298	99.33	0.67	29.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	15	15	100.00	0.00	13.33
Two or More Races	--	--	--	--	--
EL Students	46	46	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	266	264	99.25	0.75	27.27
Migrant Education	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	4.17

OTHER OUTCOMES

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 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/pf/>.

2024-25 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	99	99	99	99	99

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)				
2024-25	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	968	953	217	22.8
Female	483	475	104	21.9
Male	485	478	113	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	1	4.8
Black or African American	57	56	12	21.4
Filipino	11	11	5	45.5
Hispanic or Latino	838	825	193	23.4
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	6	16.7
Two or More Races	--	--	--	--
EL Students	187	182	43	23.6
Foster Youth	--	--	--	--
Homeless	46	46	20	43.5
Military	--	--	--	--
Socioeconomically Disadvantaged	750	742	187	25.2
Migrant Education	--	--	--	--
Students with Disabilities	137	135	54	40.0

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

Get involved at Southridge Middle School! Volunteer opportunities abound, from classroom support to GATE activities, fundraisers, and after-school events like sporting events. Monthly Knight Chats AKA "Coffee with the Principal" sessions provide a chance to learn about the school and ask questions.

Mark your calendar for key events like Open House, GATE Parent Meetings, Project INSPIRE workshops, and Back-to-School Night. We value your feedback through surveys, committee meetings (SSC, ELAC, AAPAC), and Coffee with the Principal. These sessions keep you informed about decisions affecting the school, and we welcome your insights on how we're meeting needs and areas for improvement.

Communication is in both English and Spanish. Teachers use letters, e-newsletters, and online tools like Grades Online for updates on lessons, activities, and student progress. TeleParent delivers personalized messages, and the marquee keeps you informed.

Join us for school activities, where all students receive free breakfast and lunch. Transportation is available for qualifying students beyond a two-mile radius. Bilingual aides and translators support students and families. We recognize student achievements through awards like Principal's Honor Roll, Student of the Month, and more. Check our website for info in multiple languages and our newsletter for helpful articles.

Your involvement matters at Southridge Middle School!

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 December 2025. 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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	6.34	3.61	2.48	0.10	0.00	0.10
District	3.80	2.38	2.32	0.03	0.01	0.05
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	2.48	0.10
Female	1.86	0.00
Male	3.09	0.21
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.76	0.00
Black or African American	12.28	1.75
Filipino	9.09	0.00
Hispanic or Latino	1.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	2.70	0.00
Two or More Races	0.00	0.00
EL Students	2.67	0.00
Foster Youth	0.00	0.00
Homeless	4.35	2.17
Military	--	--
Socioeconomically Disadvantaged	2.93	0.13
Migrant Education	0.00	0.00
Students with Disabilities	6.57	0.00

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.

ACADEMIC COUNSELOR TO PUPIL RATIO

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

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	462

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	
2024-25	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	As Needed
Social Worker	
Nurse	As Needed
Speech/Language/Hearing Specialist	As Needed
Resource Specialist (non-teaching)	As Needed
Other	

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		
	23	24	25	23	24	25	23	24	25	23	24	25
6th	18	19	17	46	41	51	26	31	20	10	12	10
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	23	22	23	13	13	13	21	13	13	4	7	7
Mathematics	23	22	22	15	17	14	14	13	18	4	7	6
Science	27	26	23	4	6	9	10	8	13	10	12	8
Social Science	27	26	23	4	6	9	11	10	11	9	10	10

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.

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>.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 8,475.09
School: From Supplemental/Restricted Sources	\$ 1,621.91
School: From Basic/Unrestricted Sources	\$ 6,853.18
District: From Basic/Unrestricted Sources	\$ 7,763.42
Percentage of Variation between School & District	-11.72 %
State: From Basic/Unrestricted Sources	\$ 11,146.18
Percentage of Variation between School & State	-38.52 %

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.

2023-24 Average Salary Information		
	District	State
Beginning Teachers	\$ 56,885.00	\$ 60,862.67
Mid-Range Teachers	\$ 91,736.00	\$ 93,575.04
Highest Teachers	\$ 124,609.00	\$ 125,548.29
Elementary School Principals	\$ 146,310.00	\$ 157,644.72
Middle School Principals	\$ 151,473.00	\$ 165,340.66
High School Principals	\$ 170,605.00	\$ 182,579.89
Superintendent	\$ 314,904.00	\$ 357,064.20
Teacher Salaries	30.67 %	30.36 %
Administrative Salaries	4.28 %	4.88 %

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.

2023-24 Average Teacher Salary	
School	\$ 92,112.12
District	\$ 100,077.00
Percentage of Variation between School & District	-7.96 %
All Similar School Districts	\$ 100,333.00
Percentage of Variation between School & State	-8.19 %

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			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

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 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 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.

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.

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.