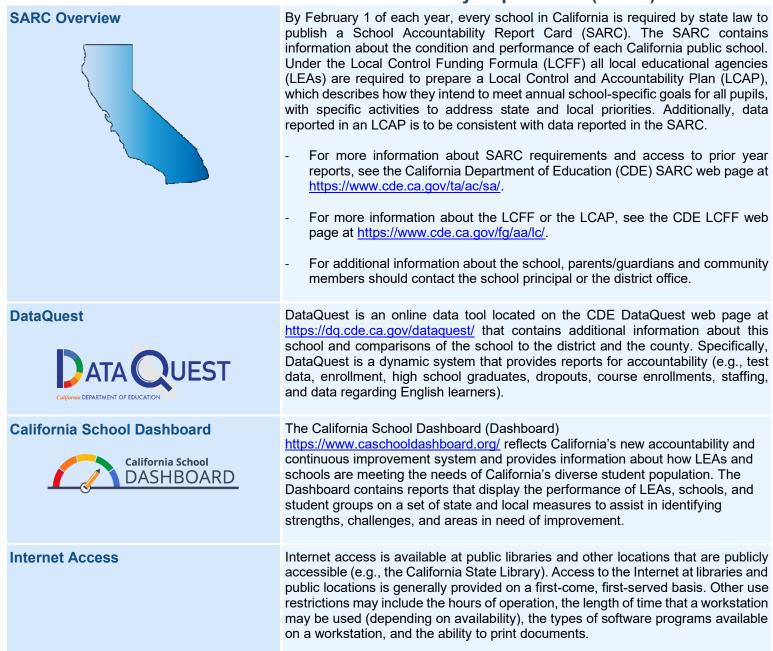# South Lake Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians 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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	South Lake Middle School
Street	655 West Yale Loop
City, State, Zip	Irvine, CA 92614
Phone Number	(949) 936-6700
Principal	Belinda Averill
Email Address	belindaaverill@iusd.org
School Website	https://southlake.iusd.org/
County-District-School (CDS) Code	30-73650-6111876

2023-24 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-6500
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
District Website	www.iusd.org

2023-24 School Description and Mission Statement

South Lake Middle School has been designated a California Distinguished School by the California Department of Education. This honor is based on our exemplary instructional program, our safe and personalized culture of respect, and involved parents and community partners. Our highly skilled staff motivates students to excel and provides the guidance for all to develop critical thinking skills and higher level learning strategies. Focusing on Common Core state standards and Next Generation Science Standards, all students experience a rich curriculum and an opportunity to connect and build their knowledge base while developing college and career skills as well as social/emotional/behavior strategies. We believe all South Lake students will become intellectual risk takers who persevere within a safe, yet rigorous, learning environment to navigate college and career options with confidence, skills, and diligence. At South Lake, we follow three essential tenants called South Lake Cares: Take Care of Yourself, Take Care of Each Other, Take Care of Our School.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	300
Grade 8	301
Total Enrollment	601

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8%
Male	52.6%
Asian	28.8%
Black or African American	5%
Filipino	2.8%
Hispanic or Latino	18.3%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	10.5%
White	32.8%
English Learners	12.6%
Foster Youth	0.2%
Socioeconomically Disadvantaged	30.8%
Students with Disabilities	14.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	78.09	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	10.82	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	2.40	11.04	51.70	3.77	18854.30	6.86
Total Teaching Positions	21.80	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	75.42	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.89	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	3.37	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	5.30	18.26	83.80	5.82	15831.90	5.67
Total Teaching Positions	29.40	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.30	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.30	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	6.6
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	5.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

South Lake opened as a new facility in September 1994. The school was designed with the library media center as its hub. Surrounding it are six wings, each of which each have four classrooms opening onto a technology workroom/presentation area with a sophisticated infrastructure. Two additional Science rooms were added in phase 1 of Measure E. Currently, South Lake is modernizing and expanding in phase 2 of Measure E. To accommodate the construction, 4 portable classrooms have been added to campus. The Measure E scope of work includes the construction of a Music Room, reconfiguring of 3 Science Labs to match current specs, the additional of a Life Skills Center for SPED, a reconfigured Cafeteria, and safety/code upgrades to all classrooms in the 100 – 500 wings. Through the LEAP grant we have added a Student Union to the 200 Wing, and with CTE funding added an Innovation Lab to the 500 Wing. The facility was planned to maximize cross-curricular instruction, collaboration of professionals, and personalization of students. A Campus Safety Supervisor supports and enhances school security and safety as well as support from the Irvine Police Department School Resource Officers. The Custodial staff takes pride in supporting and maintaining South Lake's facility. Students regularly assist in the cleaning and tidiness of their school. Recycling paper, plastic, glass, and metal material is a basic part of our school culture.

Year and month of the most recent FIT report	11/2/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	71	75	75	47	46
Mathematics (grades 3-8 and 11)	51	56	68	69	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	632	599	94.78	5.22	70.52
Female	291	271	93.13	6.87	71.22
Male	336	323	96.13	3.87	69.78
American Indian or Alaska Native	0	0	0	0	0
Asian	185	170	91.89	8.11	78.82
Black or African American	32	32	100.00	0.00	37.50
Filipino	17	17	100.00	0.00	88.24
Hispanic or Latino	114	109	95.61	4.39	60.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	66	97.06	2.94	66.67
White	209	198	94.74	5.26	75.13
English Learners	80	55	68.75	31.25	24.07
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	81.82
Socioeconomically Disadvantaged	215	204	94.88	5.12	58.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	84	95.45	4.55	20.24

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	632	622	98.42	1.58	56.36
Female	291	282	96.91	3.09	57.45
Male	336	335	99.70	0.30	55.39
American Indian or Alaska Native	0	0	0	0	0
Asian	185	183	98.92	1.08	73.77
Black or African American	32	32	100.00	0.00	28.13
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	114	111	97.37	2.63	35.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	66	97.06	2.94	63.64
White	209	206	98.56	1.44	54.63
English Learners	80	77	96.25	3.75	31.58
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	215	211	98.14	1.86	42.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	88	84	95.45	4.55	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.61	63.00	61.37	64.04	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	315	308	97.78	2.22	62.01
Female	141	134	95.04	4.96	60.45
Male	169	169	100.00	0.00	63.91
American Indian or Alaska Native	0	0	0	0	0
Asian	92	91	98.91	1.09	75.82
Black or African American	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	66	63	95.45	4.55	46.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	64.29
White	102	100	98.04	1.96	66.00
English Learners	35	33	94.29	5.71	21.21
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	106	104	98.11	1.89	49.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	43	91.49	8.51	25.58

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 7	81.79%	88.50%	88.82%	87.22%	88.18%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We believe that students, teachers and parents must work closely together in an atmosphere of mutual respect and cooperation. Education is a function of both the community and the school that serves it, and we welcome your participation in your child's educational development. Parents are encouraged to join the PTSA and are invited to work on one of the many PTSA committees that serve our school – whether through assistance to the library/media center, our physical education program, our counseling program, student leadership, school fundraisers, etc. Through a school wide nominating and election process, parents may also actively participate as members of our School Site Council, choose to be a member of our English Language Advisory Committee, or participate in a Title 1 Parent Education presentation. Parent Engagement opportunities are provided through CHOC Grant as well as through our Counseling department. Parent Input about topics for parent engagement is solicited through survey. We welcome and encourage parents to visit and utilize our school web site, parent portal, Canvas and read the Principal's Newsletter to stay informed and involved with their student's progress and experiences in school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	655	646	95	14.7
Female	303	298	47	15.8
Male	347	343	45	13.1
Non-Binary	5	5	3	60.0
American Indian or Alaska Native	0	0	0	0.0
Asian	190	185	8	4.3
Black or African American	34	34	13	38.2
Filipino	17	17	0	0.0
Hispanic or Latino	119	119	20	16.8
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	68	66	10	15.2
White	216	214	43	20.1
English Learners	95	93	14	15.1
Foster Youth	1	1	1	100.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	231	227	52	22.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	91	21	23.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.20	4.58	2.60	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.15	0.00	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.6	0
Female	0.33	0
Male	4.61	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.63	0
Black or African American	11.76	0
Filipino	0	0
Hispanic or Latino	1.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.78	0
English Learners	5.26	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.76	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.23	0

2023-24 School Safety Plan

South Lake School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and our school safety planning committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline. At South Lake, we conduct regular fire and evacuation drills, and have participated in full staff Lockdown training in the event of an intruder through our partnership with the Irvine Police Department.

In addition to our Safe School Plan, South Lake students are expected to use our established Positive Behavior Support and Intervention (PBIS) system of South Lake Cares: Take Care of Yourself, take Care of Each Other, Take Care of Our School. Additionally, all classified and certificated staff at South Lake have been inserviced on both new State and District guidelines and expectations regarding "Bullying Prevention" and have designed interventions to promote an "anti-bullying" environment at South Lake. Staff have also participated in Suicide Prevention and Intervention, PBIS strategies and built school-wide common agreements for student behavior to promote a positive learning environment.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	9	9	4
Mathematics	26	6	10	3
Science	33		7	7
Social Science	27	5	5	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	14	24	2
Mathematics	23	8	25	
Science	27	1	27	
Social Science	25	4	24	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	14	15	4
Mathematics	26	5	16	5
Science	31	0	19	5
Social Science	27	2	18	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	375.63

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,994	$406	$6,588	$93,571
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	6.3	7.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	6.9	9.2

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Fiscal Year 2022-23 Types of Services Funded

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English learners, low-income students, and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,523	$55,550
Mid-Range Teacher Salary	$92,019	$80,703
Highest Teacher Salary	$118,946	$109,418
Average Principal Salary (Elementary)	$150,833	$137,703
Average Principal Salary (Middle)	$159,048	$143,760
Average Principal Salary (High)	$180,782	$159,021
Superintendent Salary	$345,737	$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

Professional Development

The focus of Professional Development for South Lake is to: (1) Build site-wide PLC capacity (2) Refining instructional targets, assessment and grading best practices in using The Learning Cycle; (3) Identify and implement models of interventions for students not yet achieving standards, and ensure that all students acquire the appropriate academic competencies that are needed to prepare them to transition successfully beyond IUSD; (4) Refine our school-wide model for Positive Behavior Intervention and Support systems, and focus on ensuring equity for marginalized groups. (5) Use of technology in the classroom to increase student engagement, and boost critical thinking skills. (6) Emphasis on using practices that are inclusive and creative positive school community including PD about Hate Speech, strategies for creating community in the classroom with an emphasis on student's use of inclusive language and engaging in upstander behavior. (7) Develop best practices for supporting English Language Learners new to the US including implementing ELD 1 & 2 for the first time.

All PLC teams meet weekly on Thursday mornings. All other PD days have been prior to the start of school, district-wide PD days, and during Faculty Meetings monthly on Wednesdays or during Late Start on Wednesdays monthly.

District allots 4 PD days to site PLC teams (3 standard days + 1 day related to be taken based on sub coverage.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			8