

South Lake Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	http://www.southlakems.org
County-District-School (CDS) Code	30-73650-6111876

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

School Description and Mission Statement (School Year 2019-20)

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 state and district standards, all students experience a rich curriculum and an opportunity to connect and build their knowledge base while developing research and presentation skills. 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	364
Grade 8	348
Total Enrollment	712

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.1
Asian	29.8
Filipino	3.7
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	0.1
White	36.1
Two or More Races	8.8
Socioeconomically Disadvantaged	31.2
English Learners	16.2
Students with Disabilities	11
Foster Youth	0.1
Homeless	0.3

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35.80	35.30	39.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4.60	4.60	2.00	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

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, 2019. 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, 2019. 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, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. To date there are three full classroom size computer labs within the schools, and an Innovation Lab with industry standard equipment in one of the wings. In addition, we have 22 Chromebook carts for student use distributed around the school. The facility was planned to maximize cross-curricular instruction, collaboration of professionals, and personalization of students. South Lake is a learning center where students feel safe and secure. 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/13/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	302: 4. CEILING TILE HAS HOLE 402: 4. CEILING TILES ARE DAMAGED AND TORN 404: 4. WATER STAIN CEILING TILES NURSE: 4. SMALL WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	72	77	78	50	50
Mathematics (grades 3-8 and 11)	63	66	74	74	38	39

Note: 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	699	680	97.28	2.72	72.02
Male	361	351	97.23	2.77	67.52
Female	338	329	97.34	2.66	76.83
Black or African American	36	33	91.67	8.33	54.55
American Indian or Alaska Native					
Asian	209	202	96.65	3.35	87.13
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	115	112	97.39	2.61	54.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	247	242	97.98	2.02	65.98
Two or More Races	67	66	98.51	1.49	87.88
Socioeconomically Disadvantaged	218	212	97.25	2.75	53.30
English Learners	188	178	94.68	5.32	59.55
Students with Disabilities	69	67	97.10	2.90	38.81
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	699	684	97.85	2.15	65.64
Male	361	354	98.06	1.94	65.82
Female	338	330	97.63	2.37	65.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	36	33	91.67	8.33	24.24
American Indian or Alaska Native					
Asian	209	203	97.13	2.87	88.18
Filipino	20	20	100.00	0.00	65.00
Hispanic or Latino	115	113	98.26	1.74	40.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	247	244	98.79	1.21	62.70
Two or More Races	67	66	98.51	1.49	74.24
Socioeconomically Disadvantaged	218	212	97.25	2.75	45.75
English Learners	188	182	96.81	3.19	64.29
Students with Disabilities	69	67	97.10	2.90	28.36
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

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 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 Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.9	16.8	58.9

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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. 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.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.0	5.8	3.9	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	13	21	3	24	10	21	4	23	13	18	4
Mathematics	13	4			28	4	15	7	27	4	18	5
Science	32		12	11	33		9	13	30	1	13	9
Social Science	28	3	18	5	28	3	18	5	28	4	14	7

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1780.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	.3
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,343	\$715	\$5,628	\$84,739
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	0.0	-1.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-25.8	0.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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:

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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12hrs	12hrs	12hrs

The focus of Professional Development during for the past three years has been to: (1) Development of CCSS aligned curriculum and assessment; (2) Refining instructional targets and 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) Coordinate our collaborative efforts in working together as a Professional Learning Community – where all teachers teaching the same classes agree on the most essential and enduring learning outcomes, how to best teach towards those outcomes, how to measure whether individual students have attained these goals, and how to best assist students who have not yet reached proficiency on our essential learning targets. (5) Refine our school-wide model for Positive Behavior Intervention and Support systems, and focus on Growth Mindset. (6) Use of technology in the classroom to increase student engagement, and boost critical thinking skills.

To support professional development described above, all teachers were provided with 4 release days by IUSD and 3 by SLMS to participate in the work of their subject area Professional Learning Community. In addition to site based release days, teachers also received additional training release days by attending District workshops. Additionally, South Lake utilizes a "Late Start Tuesday" where once a month the entire South Lake faculty works on school wide Continuous Improvement Efforts and on all other Tuesdays, teachers work with subject matter team partners to develop and coordinate the most effective practices in curriculum and instruction.