Lakeside Middle School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Lakeside Middle School
Street	3 Lemongrass
City, State, Zip	Irvine
Phone Number	9499366105
Principal	Scott Sodorff
Email Address	scottsodorff@iusd.org
School Website	https://lakeside.iusd.org/
Grade Span	7-8
County-District-School (CDS) Code	30-73650-6098511

2025-26 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
District Website	www.iusd.org

2025-26 School Description and Mission Statement

Lakeside Middle School is a comprehensive middle school located in the heart of Irvine and Orange County serving 615 students in grades 7 and 8. The area Lakeside serves is predominantly residential representing a diverse range of cultures and socioeconomic levels. Since opening in 1979 Lakeside remains committed to providing students with the opportunities and experiences to help them realize their full potential in a safe and supportive environment. Lakeside has created and embraced a set of core ethical values, captured in the acronym SAIL, which stands for Showing Kindness, Achieving Honorably, Inspiring Integrity and Living Respectfully. An array of instructional strategies, along with a group of highly qualified teachers, ensure that ALL students have access to rich curriculum and motivation for learning. It is our belief that every middle school child has the capacity to be compassionate and giving; to be creative, and informed; to be industrious and ethical; to

2025-26 School Description and Mission Statement

always persevere and utilize a growth mindset and to celebrate each day with optimism.

The School Report Card
Under the provisions of Proposition 98, schools in California are required to prepare an annual school accountability Report Card assessing the school in 13 performance areas. The purpose of the Report Card is to inform our school community about the conditions and progress being made at our school. Our profile also provides an excellent opportunity for us to identify the strengths and weaknesses of our school program and to discuss these issues. As you read this School Profile you will find a school with a record of consistent achievement and a faculty and community committed to meeting the needs of all our students. We have been recognized on multiple occasions by the State Department of Education as a California Distinguished School, and at the National level as a National Blue Ribbon School. Parent involvement has contributed significantly to our success, and we value the partnership between home and school. 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 schools that serve it, and we welcome parental participation in each child's educational development.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	308
Grade 8	321
Total Enrollment	629

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
Asian	44
Black or African American	1.9
Filipino	1.9
Hispanic or Latino	11
Two or More Races	9.2
White	31
English Learners	9.7
Homeless	0.2
Socioeconomically Disadvantaged	23.4
Students with Disabilities	8.4

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.

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)	23.2	89.44	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.92	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	2.2	8.64	83.8	5.82	15831.9	5.67
Total Teaching Positions	26	100	1441.5	100	279044.8	100

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.

2022-23 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)	22.9	91.46	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.6	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	1.7	6.9	86.2	6.22	14303.8	5.15
Total Teaching Positions	25	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	23.9	90.46	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.75	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.75	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	2.1	8.03	56.9	4.05	13705.8	4.91
Total Teaching Positions	26.5	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.50	0	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	0	0.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.4	0.2
Total Out-of-Field Teachers	0.00	0.4	0.2

Class Assignments

Indicator	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)	4.5	5	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	3.8	2.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 7 – 8 - - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade 7 - Springboard Mathematics - Course 2 Student Ed (The College Board) Adoption Year: 2014-15 Enh Math 7/8 - Springboard Mathematics - Course 2 Student Ed (The College Board), Course 3 Student Ed Adoption Year: 2014-15 Grade 8 - Springboard Mathematics - Course 3 Student Ed (The College Board) Adoption Year: 2014-15 MS Enhanced Math I - CA Integrated Mathematics - Volume I & II (Houghton Mifflin) Adoption Year: 2014-15	0%
Science	Grade 7 - STEMscopes Middle School Science, 2023 OpenSciEd 7th Grade (openscied.org) Adoption Year: 2020 Grade 8 - STEMscopes Middle School Science, 2023 OpenSciEd 8th Grade (openscied.org) Adoption Year: 2020	0%
History-Social Science	Grade 7 - IMPACT World History & Geography - Medieval & Early Modern Times (McGraw Hill) Adoption Year: 2019 Grade 8 - IMPACT United States History & Geography - Growth & Conflict (McGraw Hill) Adoption Year: 2019	0%
Foreign Language	Grade 7 - ¡Así se dice! Adoption Year: 2019 Grade 8 - ¡Así se dice! 2 Adoption Year: 2020	0%
Health	Grade 7 - Teen Talk Adoption Year: 2017	0%

Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.		0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

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

School Facility Conditions and Planned Improvements

Each teacher's classroom and the campus reflect a safe, academic learning environment. The Lakeside staff and students enjoy the advantage a small school environment of 615 students provides. To ensure a safe school environment for our staff and students, the principal, assistant principal, counselors and campus supervisor and other staff maintain a high priority on being out on campus before school, at break, lunch and after school, both to supervise and to interact with students. School wide emergency response drills are practiced throughout the year.

Year and month of the most recent FIT report	10/24/2025

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		202: 4. CEILING TILES ARE LOOSE 205: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS BROKEN ON WALL 207: 4. WATER STAIN CEILING TILES 208: 4. FORMICA IS BROKEN ON COUNTER 209: 4. WATER STAIN CEILING TILES 210: 4. CEILING TILES ARE LOOSE/ FORMICA IS BROKEN ON COUNTER 214: 4. CEILING TILES ARE LOOSE 216: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE LOOSE 7. OUTLET COVER IS MISSING 218: 4. CEILING TILES IS MISSING/ FORMICA IS BROKEN ON COUNTER 7. ELECTRICAL COVER IS BROKEN ON WALL 219: 4. WATER STAIN CEILING TILES 220: 4. WATER STAIN CEILING TILES 306: 4. WATER STAIN CEILING TILES 308: 4. WATER STAIN CEILING TILES 310: 4. WATER STAIN CEILING TILES 312: 4. CEILING TILES ARE LOOSE/ WATER STAIN CEILING TILES 314: 4. CEILING TILES ARE LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			205: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS BROKEN ON WALL 212: 7. OUTLET COVERS ARE BROKEN

School Facility Conditions and Planned Improvements

			216: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE LOOSE 7. OUTLET COVER IS MISSING 218: 4. CEILING TILES IS MISSING/ FORMICA IS BROKEN ON COUNTER 7. ELECTRICAL COVER IS BROKEN ON WALL OFFICE: 7. HOLE IN WALL/ EXPOSED WIRES IN COPY ROOM
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		LIBRARY/MEDIA CENTER: 14. TRIP HAZARD AT BRICK CEMENT SEAM AT ROOM 200 MAIN ENTRY PERFORMING ARTS: 14. TRIP HAZARD ON WALKWAY TOWARDS BIKE RACKS

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	77	78	73	74	47	48
Mathematics (grades 3-8 and 11)	73	76	69	70	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	631	610	96.67	3.33	78.33
Female	291	282	96.91	3.09	81.21
Male	340	328	96.47	3.53	75.84
American Indian or Alaska Native	0	0	0	0	0
Asian	282	269	95.39	4.61	82.53
Black or African American	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	70	66	94.29	5.71	74.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	64	64	100.00	0.00	81.25
White	194	190	97.94	2.06	74.07
English Learners	60	48	80.00	20.00	27.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	151	96.79	3.21	70.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	43	93.48	6.52	32.56

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	631	624	98.89	1.11	75.64
Female	291	288	98.97	1.03	73.61
Male	340	336	98.82	1.18	77.38
American Indian or Alaska Native	0	0	0	0	0
Asian	282	281	99.65	0.35	86.83
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	70	66	94.29	5.71	53.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	64	64	100.00	0.00	75.00
White	194	192	98.97	1.03	68.75
English Learners	60	60	100.00	0.00	55.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	152	97.44	2.56	61.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	43	93.48	6.52	27.91

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	65.86	62.93	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	327	321	98.17	1.83	62.93
Female	154	152	98.70	1.30	59.87
Male	173	169	97.69	2.31	65.68
American Indian or Alaska Native	0	0	0	0	0
Asian	150	149	99.33	0.67	67.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	33	91.67	8.33	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	37	100.00	0.00	64.86
White	90	88	97.78	2.22	54.55
English Learners	27	27	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	80	96.39	3.61	51.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	19	86.36	13.64	21.05

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	97.70%	96.07%	97.05%	98.03%	97.70%

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.

2025-26 Opportunities for Parental Involvement

Lakeside Middle School strongly values and encourages active parent involvement throughout your student's two years with us. When parents stay engaged—both during and beyond the school day—it reinforces to students, staff, and the community that academic achievement and personal responsibility are top priorities.

There are many ways to participate and stay connected. Parents are invited to attend parent–student–teacher conferences, parent education nights, Coffee with the Counselors, Back to School Night, and Open House. Joining our PTA is another meaningful way to contribute; the PTA supports the entire school through volunteer opportunities, community events, and fundraisers.

Parents who wish to play a more direct role in school planning and decision-making are encouraged to join the School Site Council, which focuses on schoolwide goals and budget priorities, or the English Learner Advisory Committee (ELAC), which provides input and advocacy for programs supporting language learners.

To stay informed, families can regularly visit our website at https://lakeside.iusd.org
 for updates, resources, and teacher contact information. In addition, our School Messenger email list keeps parents up to date on all school activities and events.

At Lakeside, we believe that when schools and families work together, students thrive. Your partnership makes a powerful difference..

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	656	649	34	5.2
Female	305	300	12	4.0
Male	351	349	22	6.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	292	288	6	2.1
Black or African American	12	12	2	16.7
Filipino	12	12	0	0.0
Hispanic or Latino	74	72	7	9.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	59	2	3.4
White	200	200	17	8.5
English Learners	72	71	9	12.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	171	169	17	10.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	58	9	15.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

	Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.32	1.61	2.44	1.04	0.93	0.92	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

	Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.44	0.00
Female	1.31	0.00
Male	3.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.71	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.67	0.00
White	4.50	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.39	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Comprehensive School Safety Plan

Lakeside Middle School has developed a Comprehensive School Safety Plan designed to ensure the safety and well-being of all students, staff, and visitors. The plan is reviewed and evaluated annually by the School Site Council, the School Safety Planning Committee, and Lakeside's PTA, and amended as needed to address emerging needs or updated district and state requirements.

Each year, key components of the plan are reviewed and discussed with staff. These components include:

1. Assessment of school rules and violations occurring on campus and at school-related activities
2. Child abuse reporting procedures
3. Routine and emergency disaster procedures
4. Policies for suspension, expulsion, and mandatory expulsion
5. Procedures for notifying staff regarding potentially dangerous students
6. Policies addressing sexual harassment
7. Dress code policies, including those related to gang-associated apparel
8. Procedures for safe ingress and egress of students, parents, and staff
9. Protocols for maintaining a safe, orderly, and supportive learning environment
10. Rules and procedures for school discipline

Lakeside's Comprehensive School Safety Plan was most recently reviewed on September 2, 2025, by both the Irvine Police Department and the IUSD Review Committee. The plan is updated each year, reviewed with staff, and presented to the School Site Council and Lakeside's PTA prior to final approval.

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	29	1	18	1
Mathematics	31	2	13	8
Science	30	0	18	4
Social Science	29	1	21	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	31	2	9	11
Mathematics	30	2	14	6
Science	32	1	8	12
Social Science	29	3	10	10

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	29	2	18	3
Mathematics	29	2	11	9
Science	31		14	7
Social Science	29	2	16	5

2024-25 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	362.22

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$8,004	$558	$7,446	$109,858
District	N/A	N/A	7,069	$103,831
Percent Difference - School Site and District	N/A	N/A	5.7	11.9
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-36.5	14.9

Fiscal Year 2024-25 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:

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 school 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 use of technology to improve the academic achievement and digital literacy of all students.

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,726	$60,863
Mid-Range Teacher Salary	$106,670	$93,575
Highest Teacher Salary	$137,884	$125,548
Average Principal Salary (Elementary)	$174,086	$157,645
Average Principal Salary (Middle)	$184,591	$165,341
Average Principal Salary (High)	$210,425	$182,580
Superintendent Salary	$421,400	$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

Professional Development

Lakeside teachers actively engage in Professional Learning Communities (PLCs) that meet one to two times per month on late-start days. During these sessions, teachers collaborate in grade-level or departmental teams to identify essential learning targets, design common assessments, and analyze student achievement data to guide and improve instruction.

One late-start day each month is dedicated to staff meetings and professional development, with a focus on instructional strategies, standards-based grading, student equity, and effective integration of technology.

Over the past several years, each curricular area has worked to refine essential learning targets, develop and calibrate common formative and summative assessments, and use shared data from these assessments to inform instruction and design targeted interventions for students who have not yet mastered key standards. Teachers are also provided release days throughout the year to continue this collaborative work and strengthen instructional alignment across classrooms.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3