

South Lake 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	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/
Grade Span	7-8
County-District-School (CDS) Code	30-73650-6111876

2025-26 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-6500
Superintendent	Cassie Parham
Email Address	CassieParham@iusd.org
District Website	www.iusd.org

2025-26 School Description and Mission Statement

South Lake Middle School is proud to be recognized as a 2024 California Distinguished School by the California Department of Education and a 2024 National Blue Ribbon School by the U.S. Department of Education. These prestigious honors reflect our commitment to excellence in education, a safe and inclusive culture of respect, and the invaluable support of our parents and community partners.

At South Lake, our highly skilled and dedicated staff inspire students to excel academically and personally, guiding them to develop critical thinking skills and strategies for higher-level learning. Rooted in the Common Core State Standards and Next Generation Science Standards, our rich and engaging curriculum equips all students with the knowledge, skills, and confidence

2025-26 School Description and Mission Statement

to succeed in college, career, and life.

We are committed to fostering intellectual risk-takers who persevere and thrive in a rigorous yet supportive learning environment. Our focus extends beyond academics to include social, emotional, and behavioral growth, ensuring students are prepared to navigate future challenges with diligence and resilience.

Central to our values are the guiding principles of South Lake Cares: Take Care of Yourself, Take Care of Each Other, Take Care of Our School. These tenets create a strong foundation for our thriving, respectful, and dynamic school community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	314
Grade 8	338
Total Enrollment	652

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.2
Asian	34.4
Black or African American	3.8
Filipino	2.3
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	10.6
White	31.4
English Learners	14.9
Foster Youth	0.2
Homeless	0.5
Socioeconomically Disadvantaged	34.2
Students with Disabilities	12.6

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)	22.1	75.42	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0.8	2.89	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	3.37	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	5.3	18.26	83.8	5.82	15831.9	5.67
Total Teaching Positions	29.4	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)	23.6	86.36	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)	0.2	0.91	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	3.4	12.73	86.2	6.22	14303.8	5.15
Total Teaching Positions	27.4	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)	24.5	86.94	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	0.88	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.71	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	3.2	11.47	56.9	4.05	13705.8	4.91
Total Teaching Positions	28.2	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	0.90	0	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	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	0.2	0.2
Total Out-of-Field Teachers	0.00	0.2	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)	6.6	3.4	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)	5.7	3.6	0.7

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	Math 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 Math 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 (opensci.org) Adoption Year: 2020 Grade 8 - STEMscopes Middle School Science, 2023 OpenSciEd 8th Grade (opensci.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	N/A

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

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

10/27/2025

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			401: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM 801: 4. CEILING TILE IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			202: 10. PLUG IN AIR FRESHENER IN USE 204: 11. PLUG IN AIR FRESHENER IN USE 401: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 501: 10. PLUG IN AIR FRESHENER IN USE 502: 10. PLUG IN AIR FRESHENER IN USE 503: 10. PLUG IN AIR FRESHENER IN USE 604: 10. PLUG IN AIR FRESHENER IN USE LOWER LEVEL RM 101: 11. PLUG IN AIR FRESHENER IN USE
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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.

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)	70	70	73	74	47	48
Mathematics (grades 3-8 and 11)	57	58	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	648	619	95.52	4.48	70.27
Female	295	284	96.27	3.73	75.35
Male	353	335	94.90	5.10	65.97
American Indian or Alaska Native	0	0	0	0	0
Asian	218	201	92.20	7.80	76.62
Black or African American	25	25	100.00	0.00	32.00
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	109	108	99.08	0.92	61.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	69	100.00	0.00	81.16

White	210	200	95.24	4.76	69.00
English Learners	87	64	73.56	26.44	14.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	229	94.24	5.76	55.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	73	94.81	5.19	19.18

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	648	637	98.30	1.70	57.70
Female	295	292	98.98	1.02	59.59
Male	353	345	97.73	2.27	56.10
American Indian or Alaska Native	0	0	0	0	0
Asian	218	214	98.17	1.83	74.30
Black or African American	25	25	100.00	0.00	16.00
Filipino	15	15	100.00	0.00	46.67
Hispanic or Latino	109	109	100.00	0.00	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	68	98.55	1.45	64.71
White	210	204	97.14	2.86	54.90
English Learners	87	83	95.40	4.60	36.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	243	240	98.77	1.23	43.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	73	94.81	5.19	12.33

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)	59.5	56.02	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	341	332	97.36	2.64	56.02
Female	150	147	98.00	2.00	59.18
Male	191	185	96.86	3.14	53.51
American Indian or Alaska Native	0	0	0	0	0
Asian	114	112	98.25	1.75	66.07
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	47.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	39	38	97.44	2.56	63.16
White	115	110	95.65	4.35	51.82
English Learners	39	35	89.74	10.26	2.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	122	120	98.36	1.64	39.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	38	92.68	7.32	10.53

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	93.81%	94.79%	93.49%	94.79%	93.81%

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

We believe that a strong partnership between students, teachers, and parents is essential for fostering an atmosphere of mutual respect, cooperation, and success. Education is a collaborative effort between the school and its community, and we wholeheartedly welcome parent/guardians participation in their child's educational journey.

Parents are encouraged to join the PTSA and contribute to one of its many committees that support our school. Opportunities include assisting in the library/media center, enhancing the physical education and counseling programs, supporting student leadership, and participating in school fundraisers. Additionally, parents can engage directly in decision-making through our School Site Council or get involved in specialized committees like the English Language Advisory Committee or Title 1 Parent Education presentations.

Parent engagement is further supported by opportunities provided through the CHOC Grant and our Counseling Department. Parent input on topics for parent workshops is actively sought through surveys, ensuring that our programs address the needs and interests of our families. Topics this year include Healthy Choices, Artificial Intelligence, and School Safety. Counselors are hosting Coffee with the Counselors, Anxious Generation Book Club three times a year, and the Principal is offering Pastries with the Principal three times a year.

To stay informed and involved in your student's progress and experiences, we encourage parents to regularly visit our school website, access the parent portal and Canvas, and read the Principal's Newsletter. Active parent involvement enriches our school community and helps ensure a thriving, collaborative learning environment for all students.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	685	679	92	13.5
Female	317	314	38	12.1
Male	368	365	54	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	232	230	13	5.7
Black or African American	28	27	7	25.9
Filipino	15	15	3	20.0
Hispanic or Latino	116	116	22	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	69	69	3	4.3
White	220	217	43	19.8
English Learners	110	106	20	18.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	275	270	54	20.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	91	23	25.3

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

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
2.6	1.86	1.46	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	0.15	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	1.46	0.15
Female	0.63	0.00
Male	2.17	0.27
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.43	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.45	0.86
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	0.91	0.00
English Learners	0.91	0.91
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.18	0.36
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.59	1.10

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

South Lake School has developed a comprehensive Safe School Plan, revised September 2025. 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, Speaking Up Against Bias, PBIS strategies and built school-wide common agreements for student behavior to promote a positive learning environment. We have dedicated a TOSA period for our Behavior Intervention Lead to support positive classroom and schoolwide culture through Classroom Contract development (Treatment Agreements), supporting specific teachers with developing positive classroom management tools, and then schoolwide through campaigns coordinated with ASB, YAT and Speak Up We Care Teams.

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

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	24	10	18	5
Mathematics	25	6	17	4
Science	29		18	4
Social Science	29	2	13	7

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	26	10	17	6
Mathematics	27	5	19	3
Science	32		17	6
Social Science	27	2	17	4

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	334

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.4
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	\$7,910	\$631	\$7,279	\$108,520
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	7.2	10.7
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-38.7	13.7

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-risk 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

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 , 2 & 3, all courses are new to our school.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	11	12