

Lakeside Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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/
County-District-School (CDS) Code	30-73650-6098511

2022-23 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 Address	www.iusd.org

2022-23 School Overview

Lakeside Middle School is a comprehensive middle school located in the heart of Irvine and Orange County serving 636 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 perceptive, creative, and informed; to be industrious, ethical and a risk-taker; to be poised; to persevere 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 an impressive record of consistent achievement and a faculty and community committed to meeting the needs of all our students. We have been recognized on two separate 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 know that the partnership between home and school is, indeed, necessary. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	315
Grade 8	286
Total Enrollment	601

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.0
Asian	40.1
Black or African American	2.0
Filipino	2.8
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.3
White	30.9
English Learners	10.0
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	19.3
Students with Disabilities	9.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	89.03	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	7.57	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	0.70	3.40	51.70	3.77	18854.30	6.86
Total Teaching Positions	22.00	100.00	1371.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. 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, 2022. 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, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Each teacher's classroom and the campus reflect a safe, supportive and highly academic learning environment. The Lakeside staff and students enjoy the advantage a small school environment of 750 students provides. To ensure a safe school environment for our staff and students, the principal, assistant principal, counselors and campus supervisor maintain a high priority on being out on campus before school, at break, lunch and after school, both to supervise and to be available to interact with students. The custodian has developed a positive working relationship with students and helps supervise as well. Our physical education teachers maintain a constant variety of sports tournaments for all students during the lunch break. School wide emergency response drills are practiced throughout the year.

Lakeside underwent the first phase of modernization in the spring of 2009 and the 300 building was updated and modernized during the summer of 2018. Additional modernization occurred during the summer and first trimester of the 2009 school year resulting in the creation of four new classrooms, buildings that are IDEA compliant, fire and safety upgrades and beautiful new paint and carpet that has given our school the face-lift it deserved. During the second trimester of the 2009-2010 school year, the performing arts building and the locker rooms were renovated, thus completing the modernization process. The nearly new facility is the pride of students and staff, and all work together to keep it safe, clean and beautiful.

Year and month of the most recent FIT report

9/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 213: 2. A/C UNIT IS NOT WORKING (PER STAFF)
Interior: Interior Surfaces	X			205: 4. CEILING TILES ARE LOOSE 301: 4. CEILING TILES ARE LOOSE 306: 4. WATER STAIN CEILING TILES 312: 4. CEILING TILES ARE LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			STAFF LOUNGE: 6. ANTS ARE APPARENT
Electrical	X			218: 7. EXTENSION CORDS ARE CREATING A TRIP HAZARD
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 BRICKS AT MAIN ENTRY PERFORMING ARTS: 14. TRIP HAZARD ON WALKWAY TOWARDS BIKE RACKS

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	81	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	74	N/A	68	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	610	593	97.21	2.79	81.45
Female	295	285	96.61	3.39	85.26
Male	315	308	97.78	2.22	77.92
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	242	236	97.52	2.48	88.14
Black or African American	15	14	93.33	6.67	42.86
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	74	72	97.30	2.70	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	72	98.63	1.37	80.56
White	188	181	96.28	3.72	81.77
English Learners	38	29	76.32	23.68	31.03
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	119	98.35	1.65	65.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	57	95.00	5.00	35.09

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	610	600	98.36	1.64	73.83
Female	295	289	97.97	2.03	72.32
Male	315	311	98.73	1.27	75.24
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	242	238	98.35	1.65	89.08
Black or African American	15	15	100.00	0.00	20.00
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	74	73	98.65	1.35	46.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	72	98.63	1.37	69.44
White	188	184	97.87	2.13	70.65
English Learners	38	34	89.47	10.53	50.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	120	99.17	0.83	51.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	57	95.00	5.00	26.32

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	76.61	NT	61.37	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	295	99.66	0.34	76.61
Female	150	149	99.33	0.67	75.84
Male	146	146	100	0	77.4
American Indian or Alaska Native	0	0	0	0	0
Asian	116	116	100	0	86.21
Black or African American	11	11	100	0	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100	0	55.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100	0	75.61
White	85	84	98.82	1.18	77.38
English Learners	17	16	94.12	5.88	43.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	63	100	0	60.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100	0	31.03

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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93.20%	94.82%	95.47%	96.12%	97.73%

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.

2022-23 Opportunities for Parental Involvement

Lakeside welcomes parent involvement during their student's two years in middle school. Staying connected with activities both within and outside the school day sends an important message to all stake-holders that academic progress and personal responsibility are important and are high priorities. There are many avenues for parents to become involved in school activities, including parent/student/teacher conferences, parent education nights, Coffee with the Counselors, Back to School Night and Open House. Joining our PTA is one way to get involved as there are a number of activities which support the entire school including volunteering for various events or participating in fundraisers. We also have an active School Site Council, which gives parents an opportunity to get involved with school-wide goal setting and budget decisions. We also have an active ELAC (English Learner Advisory Committee) which offers parents the opportunity to find out about supports for language learners and share their concerns regarding student learning. Many parents use our website, <https://lakeside.iusd.org/>, to stay on top of Lakeside events and to keep in contact with teachers by using email to communicate directly with them. In addition, we have a parent email group list through School Messenger that we use to inform parents of all school activities and events.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	635	622	71	11.4
Female	308	300	39	13.0
Male	327	322	32	9.9
American Indian or Alaska Native	0	0	0	0.0
Asian	251	249	11	4.4
Black or African American	16	16	5	31.3
Filipino	19	18	2	11.1
Hispanic or Latino	78	75	21	28.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	72	72	11	15.3
White	196	189	21	11.1
English Learners	69	65	7	10.8
Foster Youth	1	1	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	131	128	29	22.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	67	17	25.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.38	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.19	1.42	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.42	0.00
Female	0.32	0.00
Male	2.45	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.40	0.00
Black or African American	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	1.02	0.00
English Learners	1.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.48	0.00

2022-23 School Safety Plan

Lakeside School has developed a Comprehensive School Safety Plan. Our plan is evaluated yearly and amended as needed by the School Site Council, school safety planning committee and Lakeside's PTA. Key elements of the plan discussed annually with staff may include: 1. Assessing the current status of school rules violated 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. Lakeside's Comprehensive School Safety Plan was reviewed on 10/15/2019 by the Irvine Police Department as well as the IUSD Review Committee. Our plan was presented to the School Site Council, Lakeside's PTA , and Lakeside staff prior to its final review.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	5	5	7
Mathematics	28	2	19	5
Science	31		17	7
Social Science	30	1	17	8

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	16	
Mathematics	22	11	9	2
Science	30		11	4
Social Science	27	2	16	

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	1	23	1
Mathematics	26	2	22	
Science	28	2	20	1
Social Science	28	1	23	

2021-22 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	333.89

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7648	\$546	\$7102	\$88187
District	N/A	N/A	5796	\$86,958
Percent Difference - School Site and District	N/A	N/A	20.3	1.4
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	7.4	3.2

2021-22 Types of Services Funded

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.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,071	\$51,081
Mid-Range Teacher Salary	\$89,426	\$77,514
Highest Teacher Salary	\$115,594	\$105,764
Average Principal Salary (Elementary)	\$144,393	\$133,421
Average Principal Salary (Middle)	\$152,197	\$138,594
Average Principal Salary (High)	\$174,854	\$153,392
Superintendent Salary	\$335,993	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Lakeside teachers participate in Professional Learning Communities (PLCs) and they meet 2-3 times a month on late start days. On these days, teachers meet in grade level and/or department groups to determine essential learning targets, develop common assessments and review data about student achievement to inform their teaching. One late start day each month is spent in a staff meetings and staff development, which is focused around PLCs, PBIS, Common Core Standards & NGSS (Next Generation Science Standards), effective instructional strategies and technology. During the past several years, teachers in each curricular have focused on identifying and refining essential learning targets, creating common formative and summative assessments around those essential learning targets, sharing data gleaned from the common grading of the summative assessments, and developing interventions for those students not achieving mastery of those learning targets. Teachers are given release days to work on common formative and summative assessments, the Common Core & NGSS standards and effective instructional strategies to support both.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3