Solis Park 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	Solis Park School
Street	101 Abacus
City, State, Zip	Irvine
Phone Number	9494041500
Principal	Heather D. Phillips
Email Address	heatherphillips@iusd.org
School Website	https://solispark.iusd.org/
Grade Span	K-8
County-District-School (CDS) Code	30 73650 0141119

2025-26 District Contact Information

District Name	
Phone Number	
Superintendent	
Email Address	

2025-26 School Description and Mission Statement

Solis Park School is the third and last of three K-8 schools in south Orange County's newest communities in the Great Park. We are also one of the few schools in Irvine Unified that was built completely to the Education Specifications established by the IUSD Master Planning Committee. This means that every interior and exterior space reflects the identified characteristics and capacities envisioned by a panel of students, parents and educators that would be ideal for a 21st century learning environment. Among these characteristics are flexible spaces and furnishing, abundant natural light and fresh air, indoor and outdoor learning environments, and dedicated facilities to engage in STEAM explorations, music instruction, and physical fitness. Our school also boasts an architectural style, which is also reflected in the construction aesthetic of the surrounding community.

Our campus opened in 2022 with close to four hundred fifty students in grades PreK through 6th grade. During our second

2025-26 School Description and Mission Statement

year of operation (2023-2024) we expanded to serve middle school students and in 2024-25, fully opened to serve PreK through 8th grade. In 2025-26, our enrollment is approximately 1,000 students. Parents and students alike are drawn to Irvine by the promise of a high quality educational experience, and all have been enthusiastic about the establishment of our new Solis Park School community. Approximately 41% of our current student population speaks a language in addition to English, and many more bring a multicultural lens to our daily interactions. In addition to English Language Learners, our heterogeneous student population also features a nigh number of gifted and accelerated learners, as well as a number of student with identified special needs. Our staff is committed to the inclusion of all students and the provision of a suitable and engaging curriculum that is characterized by differentiated instruction and personalized acknowledgement of each child's needs and progress.

As we work with stakeholders to establish the norms and expectations for our emergent community, our staff has identified the acronym "R.O.A.R." as a suitable descriptor for the attributes that we hope to inspire and reinforce within our students, whose mascot is the Lion. R.O.A.R. stands for "We show Respect; We have Open hearts and show kindness; We Act responsibly; and We take Risks and Rise together. Our vision is to cultivate, nurture, and learn together in creating an equitable and inclusive community deeply committed to the lifelong flourishing of all students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	97
Grade 2	93
Grade 3	102
Grade 4	108
Grade 5	104
Grade 6	105
Grade 7	117
Grade 8	117
Total Enrollment	972

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.6
Asian	67.5
Black or African American	2.3
Filipino	1.3
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.2
White	13.8
English Learners	19.2
Socioeconomically Disadvantaged	15.4
Students with Disabilities	9.4

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)			1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned			3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA			83.8	5.82	15831.9	5.67
Total Teaching Positions			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)	15.9	94.11	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)	1	5.89	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	0	0	86.2	6.22	14303.8	5.15
Total Teaching Positions	16.9	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)	22.1	81.57	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)	1.8	6.73	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	7.98	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	1	3.68	56.9	4.05	13705.8	4.91
Total Teaching Positions	27.1	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	0
Misassignments		0	1.8
Vacant Positions		0	0
Total Teachers Without Credentials and Misassignments		0	1.8

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		1	1
Local Assignment Options		0	1.1
Total Out-of-Field Teachers		1	2.1

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)		4.7	10.4
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	0

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 PK - Handwriting Without Tears, Kick Start Kindergarten (Learning Without Tears) Adoption Year: 2019 Grade K - 2 - California Journeys (Houghton Mifflin) Adoption Year: 2017 Grade 3 - 5 - Texts for Close Reading (Benchmark) Consumables Adoption Year: 2017 Grade 6 – 8 - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade PK - ST Math: Early Learning Program (Mind Research Institute) Adoption Year: 2014-15 Grade K – 1 - My Math Grade (McGraw-Hill) Adoption Year: 2014-15 Grade 2 – 5 - Go Math Grade Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15 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	Grades PK – 5 - Twig Science Adoption Year: 2020	0%

	Grade 6 - Twig Science (Elem 6th), STEMscopes MS Science (K8), 2023 OpenSciEd 6th Grade (openscied.org) Adoption Year: 2020 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	
History-Social Science	Grade PK - Second Step for Early Learning (Committee for Children) Adoption Year: 2017 Grade K – 1 - California Studies Weekly (Studies Weekly) Adoption Year: 2019 Grade 2 – 5 - myWorld Interactive (Pearson) Adoption Year: 2019 Grade 6 - IMPACT World History & Geo - Ancient Civilizations (McGraw Hill) Adoption Year: 2019 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 PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007 Grade 7 - Teen Talk Adoption Year: 2017	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	
Science Laboratory Equipment (grades 9-12)		N/A

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

School Facility Conditions and Planned Improvements

As a relatively new built school, we are fortunate to have a state of the art facility to ensure high levels of learning for all students. Construction for Solis park School was completed in early 2023. The cleanliness, safety and adequacy of our facility is at exceptional levels. Some of the highlights are functioning Extron systems that allow for enhanced audio visual supports for students, a state of the art gymnasium, high quality full-functioning kitchen/cafeteria, enclosed PreKinder/Kindergarten play space, shaded lunch area, large corridors and classrooms, dedicated science and art rooms, as well as a high tech library.

Year and month of the most recent FIT report	10/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Item	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		1: 4. WATER STAIN CEILING TILES 12: 4. WATER STAIN CEILING TILES 17: 4. WATER STAIN CEILING TILES 2: 4. WATER STAIN CEILING TILES 24: 4. WATER STAIN CEILING TILES 33: 4. WATER STAIN CEILING TILES 4: 4. WATER STAIN CEILING TILES 8: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY HEALTH: 4. WATER STAIN CEILING TILES LC2: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			10: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 11: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 19: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 25: 9. DRONING FOUNTAIN PUSH BUTTON IS LOOSE 26: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 27: 9. FAUCET HAS LOW FLOW/ DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 30: 9. DRINKING FOUNTAIN HAS LOW FLOW 31: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 6: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 7: 9. DRINKING FOUNTAIN PUSH BUTTON IS MISSING
Safety: Fire Safety, Hazardous Materials	X			15: 11. PLUG IN AIR FRESHENER IN USE 5: 11. PLUG IN AIR FRESHENER IN USE
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			8: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY

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)	69	69	73	74	47	48
Mathematics (grades 3-8 and 11)	69	67	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	677	641	94.68	5.32	69.11
Female	311	294	94.53	5.47	75.17
Male	366	347	94.81	5.19	63.98
American Indian or Alaska Native	--	--	--	--	--
Asian	461	427	92.62	7.38	73.77
Black or African American	11	11	100.00	0.00	63.64
Filipino	--	--	--	--	--
Hispanic or Latino	62	61	98.39	1.61	47.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	70.27
White	93	93	100.00	0.00	63.44
English Learners	128	96	75.00	25.00	27.08
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	127	121	95.28	4.72	57.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	74	96.10	3.90	27.03

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	677	668	98.67	1.33	67.22
Female	311	306	98.39	1.61	67.97
Male	366	362	98.91	1.09	66.57
American Indian or Alaska Native	--	--	--	--	--
Asian	461	455	98.70	1.30	76.70
Black or African American	11	11	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	62	60	96.77	3.23	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	56.76
White	93	93	100.00	0.00	49.46
English Learners	128	124	96.88	3.12	50.81
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	127	125	98.43	1.57	50.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	74	96.10	3.90	24.32

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.

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)	68.24	65.5	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	232	229	98.71	1.29	65.50
Female	121	119	98.35	1.65	71.43
Male	111	110	99.10	0.90	59.09
American Indian or Alaska Native	0	0	0	0	0
Asian	152	151	99.34	0.66	68.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	63.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	80.00
White	37	37	100.00	0.00	51.35
English Learners	44	43	97.73	2.27	18.60
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	42	97.67	2.33	47.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	23.53

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 5	97.09%	100.00%	100.00%	100.00%	100.00%
Grade 7	96.64%	97.48%	97.48%	96.64%	84.03%

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

Solis Park welcomes and values our volunteer parents. Without volunteers, many programs and activities offered at our school would not be possible. Parents are given opportunities to sign-up to help in the classroom, and to assist with various events taking place throughout the school year. In the interest of safety, we do ask that all volunteers report to the office to sign in through our automated computer system. At that time, volunteers are issued a badge to wear, indicating to the students and staff that they are authorized to be on campus. The volunteer badge must be worn at all times when on school grounds.   All volunteers must complete an IUSD Volunteer Registration & Screening Information form online prior to volunteering. This form is completed at the beginning of each school year.

The Solis Park PTSA is a very active and supportive group. The association is composed of volunteer parents and committed staff members who devote their time and talents to providing support for our school and special experiences and events for our students. Once our middle school has been established, secondary students will have the opportunity to join the PTSA as well. There are many opportunities for parents to become involved. Parent membership and participation in this outstanding organization benefits every child's education. Meetings are held monthly in the school auditorium. Membership and other PTSA related information is sent home during the first few weeks of school.   Research shows that parent involvement is key to helping children succeed in school. The idea has been basic to PTSA's philosophy and action since its beginnings in 1897. PTSA goes even further by stating that children do better in all ways when their parents care about what they are doing at home, in the community and in school.   PTSA activities establish communication between school and home. Parents are encouraged to attend meetings, support activities, and volunteer. Dates and times of meetings and activities are on the Solis Park website and social media. PTSA questions can be directed to solisparkptsa.org.

In addition to our PTSA, we also have School Site Council. The Council is an elected body composed of parents, staff members, and the school principal. The major function of the School Site Council is to monitor the instructional improvement programs at a school site by assisting in the development of the SPSA (School Plan for Student Achievement), to liaison with the community regarding school improvement and programs, and to provide input on the LCAP (Local Control and Accountability Plan)and on the expenditure of LCFF (Local Control Funding Formula) monies.

We also have ELAC, our English Learner Advisory Committee. All schools with 21 or more English Language Learners are

2025-26 Opportunities for Parental Involvement

required to establish an English Language Advisory Committee. Any parent from the school may be nominated and elected to serve and we strongly encourage parents of English Learners to join the ELAC committee. This committee also helps to develop the SPSA (School Plan for Student Achievement), specific to the needs of English Language Learners. The committee will advises the Principal and staff on the implications of the language census for translation requirements and will support efforts to make parents aware of the importance of regular school attendance.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1044	1030	82	8.0
Female	476	468	36	7.7
Male	568	562	46	8.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	711	699	40	5.7
Black or African American	22	22	3	13.6
Filipino	13	13	3	23.1
Hispanic or Latino	90	89	9	10.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	7	12.5
White	140	139	19	13.7
English Learners	217	214	16	7.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	206	203	27	13.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	116	15	12.9

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
0.55	0.25	1.05	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	1.05	0.00
Female	0.00	0.00
Male	1.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.56	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.29	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

Solis Park School has an extensive emergency plan. In compliance with California law, the Irvine Unified School District uses the Standardized Emergency Management System (SEMS) in its emergency plans and procedures. Response procedures are in place to activate the emergency plan. Each year the staff reviews and practices the plan in mock drills to ensure the safest and most efficient response to an emergency. State law requires each elementary school to conduct monthly fire drills, a lockdown drill, and a drop-and-cover drill as part of the emergency preparedness plan.

The Solis Park School safety plan was last reviewed and updated in October of 2025. The plan was shared with staff, PTSA and School Site Council and submitted to the IUSD School Board for approval.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	20	1	3	0
2	26	0	3	0
3	29	0	3	0
4	27	1	1	0
5	27	1	0	0
6	18	19	14	0
Other	17	2	2	0

2024-25 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	1	
1	24	1	3	
2	25		3	
3	27		3	
4	35			3
5	35			3
6	15	31	3	13
Other	11	3	1	

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	686

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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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	$6,845	$324	$6,521	$93,301
District	N/A	N/A	7,069	$103,831
Percent Difference - School Site and District	N/A	N/A		-4.4
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-49.2	-1.4

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

Each year, Solis Park School teachers are provided with four full release days to participate in Professional Development along with their Professional Learning Community (grade level or department).

Additionally, all certificated Solis Park School teachers and staff participate in three full student-free Professional Development days, one waiver day, and three additional, 2-hour professional development sessions during early-out Wednesdays. These opportunities are designed based on student achievement data and the CIE goals for that given year. 2025-26 topics include SEL and Wellness supports; Anti-Bias/Speak Up at School; AI Tools for educators and students including academic honesty, ethical use, and district developed resources; literacy supports (phonology, phonics, high frequency words, fluency, morphology, vocabulary, and content specific reading strategies; mathematics, specifically promoting reasoning, discourse, and engagement; vertical articulation, and more. All topics are proposed and decided by the site leadership team.

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	7	7	7