

# Solis Park 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

|  |   |
|--|---|
| <b>School Name</b>                       | Solis Park School   |
| <b>Street</b>                            | 101 Abacus  |
| <b>City, State, Zip</b>                  | Irvine  |
| <b>Phone Number</b>                      | 9494041500  |
| <b>Principal</b>                         | Heather D. Phillips   |
| <b>Email Address</b>                     | heatherphillips@iusd.org  |
| <b>School Website</b>                    | <a href="https://solispark.iusd.org/">https://solispark.iusd.org/</a> |
| <b>County-District-School (CDS) Code</b> | California  |

## 2022-23 District Contact Information

|                       |  |
|-----------------------|--|
| <b>District Name</b>  |  |
| <b>Phone Number</b>   |  |
| <b>Superintendent</b> |  |
| <b>Email Address</b>  |  |

## 2022-23 School Overview

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 year of operation (2023-2024) we will expand to serve middle school students and will eventually serve PreK through 8th grade, with a capacity of 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 high 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

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
|---------------|-----------------------------|

### 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) |               |                | 1230.00         | 89.67            | 228366.10        | 83.12         |
| Intern Credential Holders Properly Assigned   |               |                | 0.80            | 0.06             | 4205.90          | 1.53          |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                | 50.00           | 3.65             | 11216.70         | 4.08          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                | 39.10           | 2.85             | 12115.80         | 4.41          |
| Unknown   |               |                | 51.70           | 3.77             | 18854.30         | 6.86          |
| <b>Total Teaching Positions</b>   |               |                | <b>1371.80</b>  | <b>100.00</b>    | <b>274759.10</b> | <b>100.00</b> |

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   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   |               |                |                 |                  |              |               |

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  |         |         |
| Misassignments   |         |         |
| Vacant Positions   |         |         |
| <b>Total Teachers Without Credentials and Misassignments</b> |         |         |

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 |         |         |
| Local Assignment Options                               |         |         |
| <b>Total Out-of-Field Teachers</b>                     |         |         |

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 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |         |

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 |
|-------------------------------|---|-----------------------------|--|
| <b>Reading/Language Arts</b>  | 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. |                             |  |
| <b>Mathematics</b>            | 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                         |  |
| <b>Science</b>                | 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                         |  |
| <b>History-Social Science</b> | 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                         |  |
| <b>Health</b>                 | 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                         |  |

## School Facility Conditions and Planned Improvements

As a brand new 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 will be 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

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          |           |           |           |   |
| <b>Interior:</b><br>Interior Surfaces   |           |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           |           |           |           |   |
| <b>Electrical</b>   |           |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    |           |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            |           |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                |           |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences |           |           |           |   |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|-----------|------|------|------|

### 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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            |                | N/A              |                  | N/A           |               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            |                | N/A              |                  | N/A           |               |

## 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                                  | NT                      | NT                   | NT                    | NT                        | NT                             |
| Female  | NT                      | NT                   | NT                    | NT                        | NT                             |
| Male  | NT                      | NT                   | NT                    | NT                        | NT                             |
| American Indian or Alaska Native              | NT                      | NT                   | NT                    | NT                        | NT                             |
| Asian   | NT                      | NT                   | NT                    | NT                        | NT                             |
| Black or African American                     | NT                      | NT                   | NT                    | NT                        | NT                             |
| Filipino                                      | NT                      | NT                   | NT                    | NT                        | NT                             |
| Hispanic or Latino                            | NT                      | NT                   | NT                    | NT                        | NT                             |
| Native Hawaiian or Pacific Islander           | NT                      | NT                   | NT                    | NT                        | NT                             |
| Two or More Races                             | NT                      | NT                   | NT                    | NT                        | NT                             |
| White   | NT                      | NT                   | NT                    | NT                        | NT                             |
| English Learners                              | NT                      | NT                   | NT                    | NT                        | NT                             |
| Foster Youth                                  | NT                      | NT                   | NT                    | NT                        | NT                             |
| Homeless                                      | NT                      | NT                   | NT                    | NT                        | NT                             |
| Military                                      | NT                      | NT                   | NT                    | NT                        | NT                             |
| Socioeconomically Disadvantaged               | NT                      | NT                   | NT                    | NT                        | NT                             |
| Students Receiving Migrant Education Services | NT                      | NT                   | NT                    | NT                        | NT                             |
| Students with Disabilities                    | NT                      | NT                   | NT                    | NT                        | NT                             |

## 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                                  | NT                      | NT                   | NT                    | NT                        | NT                             |
| Female  | NT                      | NT                   | NT                    | NT                        | NT                             |
| Male  | NT                      | NT                   | NT                    | NT                        | NT                             |
| American Indian or Alaska Native              | NT                      | NT                   | NT                    | NT                        | NT                             |
| Asian   | NT                      | NT                   | NT                    | NT                        | NT                             |
| Black or African American                     | NT                      | NT                   | NT                    | NT                        | NT                             |
| Filipino                                      | NT                      | NT                   | NT                    | NT                        | NT                             |
| Hispanic or Latino                            | NT                      | NT                   | NT                    | NT                        | NT                             |
| Native Hawaiian or Pacific Islander           | NT                      | NT                   | NT                    | NT                        | NT                             |
| Two or More Races                             | NT                      | NT                   | NT                    | NT                        | NT                             |
| White   | NT                      | NT                   | NT                    | NT                        | NT                             |
| English Learners                              | NT                      | NT                   | NT                    | NT                        | NT                             |
| Foster Youth                                  | NT                      | NT                   | NT                    | NT                        | NT                             |
| Homeless                                      | NT                      | NT                   | NT                    | NT                        | NT                             |
| Military                                      | NT                      | NT                   | NT                    | NT                        | NT                             |
| Socioeconomically Disadvantaged               | NT                      | NT                   | NT                    | NT                        | NT                             |
| Students Receiving Migrant Education Services | NT                      | NT                   | NT                    | NT                        | NT                             |
| Students with Disabilities                    | NT                      | NT                   | NT                    | NT                        | NT                             |

## 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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) |                |                |                  | 61.37            |               | 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | NT               | NT            | NT             | NT                 | NT                      |
| <b>Female</b>  | NT               | NT            | NT             | NT                 | NT                      |
| <b>Male</b>  | NT               | NT            | NT             | NT                 | NT                      |
| <b>American Indian or Alaska Native</b>              | NT               | NT            | NT             | NT                 | NT                      |
| <b>Asian</b>   | NT               | NT            | NT             | NT                 | NT                      |
| <b>Black or African American</b>                     | NT               | NT            | NT             | NT                 | NT                      |
| <b>Filipino</b>                                      | NT               | NT            | NT             | NT                 | NT                      |
| <b>Hispanic or Latino</b>                            | NT               | NT            | NT             | NT                 | NT                      |
| <b>Native Hawaiian or Pacific Islander</b>           | NT               | NT            | NT             | NT                 | NT                      |
| <b>Two or More Races</b>                             | NT               | NT            | NT             | NT                 | NT                      |
| <b>White</b>   | NT               | NT            | NT             | NT                 | NT                      |
| <b>English Learners</b>                              | NT               | NT            | NT             | NT                 | NT                      |
| <b>Foster Youth</b>                                  | NT               | NT            | NT             | NT                 | NT                      |
| <b>Homeless</b>                                      | NT               | NT            | NT             | NT                 | NT                      |
| <b>Military</b>                                      | NT               | NT            | NT             | NT                 | NT                      |
| <b>Socioeconomically Disadvantaged</b>               | NT               | NT            | NT             | NT                 | NT                      |
| <b>Students Receiving Migrant Education Services</b> | NT               | NT            | NT             | NT                 | NT                      |
| <b>Students with Disabilities</b>                    | NT               | NT            | NT             | NT                 | NT                      |

## 2021-22 Career Technical Education Programs

|  |
|--|
|  |
|--|

## 2021-22 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission          |         |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|             |                                  |  |   |   |                             |

## 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

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

## 2022-23 Opportunities for Parental Involvement

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](http://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 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 advise 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.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator       | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                |                |                |                  | 2.4              | 2.7              |               | 8.9           | 7.8           |
| Graduation Rate |                |                |                |                  | 94.6             | 94.6             |               | 84.2          | 87            |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students                                  | 0                            | 0                          | 0.0                    |
| Female  | 0                            | 0                          | 0.0                    |
| Male  | 0                            | 0                          | 0.0                    |
| American Indian or Alaska Native              | 0                            | 0                          | 0.0                    |
| Asian   | 0                            | 0                          | 0.0                    |
| Black or African American                     | 0                            | 0                          | 0.0                    |
| Filipino                                      | 0                            | 0                          | 0.0                    |
| Hispanic or Latino                            | 0                            | 0                          | 0.0                    |
| Native Hawaiian or Pacific Islander           | 0                            | 0                          | 0.0                    |
| Two or More Races                             | 0                            | 0                          | 0.0                    |
| White   | 0                            | 0                          | 0.0                    |
| English Learners                              | 0                            | 0                          | 0.0                    |
| Foster Youth                                  | 0                            | 0                          | 0.0                    |
| Homeless                                      | 0                            | 0                          | 0.0                    |
| Socioeconomically Disadvantaged               | 0                            | 0                          | 0.0                    |
| Students Receiving Migrant Education Services | 0                            | 0                          | 0.0                    |
| Students with Disabilities                    | 0                            | 0                          | 0.0                    |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Female  | 0                     | 0                                       | 0                         | 0.0                      |
| Male  | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 0                     | 0                                       | 0                         | 0.0                      |
| Asian   | 0                     | 0                                       | 0                         | 0.0                      |
| Black or African American                     | 0                     | 0                                       | 0                         | 0.0                      |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 0                     | 0                                       | 0                         | 0.0                      |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 0                     | 0                                       | 0                         | 0.0                      |
| White   | 0                     | 0                                       | 0                         | 0.0                      |
| English Learners                              | 0                     | 0                                       | 0                         | 0.0                      |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 0                     | 0                                       | 0                         | 0.0                      |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 0                     | 0                                       | 0                         | 0.0                      |

### 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 |                | 0.73             | 2.45          |
| Expulsions  |                | 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 |                |                | 0.14             | 0.86             | 0.20          | 3.17          |
| Expulsions  |                |                | 0.00             | 0.03             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.00             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.00             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 0.00             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 0.00             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 0.00            |

## 2022-23 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 2022. 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.

### 2019-20 Elementary 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 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           |                    |                                      |                                       |                                     |
| 1           |                    |                                      |                                       |                                     |
| 2           |                    |                                      |                                       |                                     |
| 3           |                    |                                      |                                       |                                     |
| 4           |                    |                                      |                                       |                                     |
| 5           |                    |                                      |                                       |                                     |
| 6           |                    |                                      |                                       |                                     |

### 2020-21 Elementary 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 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           |                    |                                      |                                       |                                     |
| 1           |                    |                                      |                                       |                                     |
| 2           |                    |                                      |                                       |                                     |
| 3           |                    |                                      |                                       |                                     |
| 4           |                    |                                      |                                       |                                     |
| 5           |                    |                                      |                                       |                                     |
| 6           |                    |                                      |                                       |                                     |

## 2021-22 Elementary 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 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           |                    |                                      |                                       |                                     |
| 1           |                    |                                      |                                       |                                     |
| 2           |                    |                                      |                                       |                                     |
| 3           |                    |                                      |                                       |                                     |
| 4           |                    |                                      |                                       |                                     |
| 5           |                    |                                      |                                       |                                     |
| 6           |                    |                                      |                                       |                                     |

## 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 |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 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 |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 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 |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 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 | 0     |

## 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) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   |                              |                                     |                                       |                        |
| <b>District</b>                                      | N/A                          | N/A                                 | 5796                                  | \$86,958               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 |                                       |                        |
| <b>State</b>   | N/A                          | N/A                                 | \$6,594                               | \$85,368               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 |                                       |                        |

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

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| <b>Computer Science</b>  |                              |
| <b>English</b>   |                              |
| <b>Fine and Performing Arts</b>  |                              |
| <b>Foreign Language</b>  |                              |
| <b>Mathematics</b>   |                              |
| <b>Science</b>   |                              |
| <b>Social Science</b>  |                              |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. |                              |

## Professional Development

In a typical school 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). This year, teams wanting to utilize this compensated support were provided with one release day the first half of the school year due to a State-wide substitute shortage.

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. 2022-23 topics include SEL supports, Social Justice, Diversity, Equity and Inclusion practices, Special Education Best Practices, PBIS, ELD Supports, MTSS development, Educational Technology enhancement, Early Literacy practices, 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  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | NA      | NA      | 7       |