Bolsa Grande High School
Grades 9-12
CDS Code 30-66522-3030434

Tracy Conway
Principal
tconway@ggusd.us
9401 Westminster Avenue
Garden Grove, CA 92844
(714) 663-6424
www.bolsagrande.org

To view the SARC in Spanish or Vietnamese, visit www.ggusd.us
School Description
Bolsa Grande High School is one of nearly 70 schools in the Garden Grove Unified School District and serves students in grades 9-12 from the cities of Garden Grove, Santa Ana and Westminster. Strong leadership is essential in a quality school, and is provided at Bolsa Grande High School by Tracy Conway, the principal, a professional educator for 25 years. She was appointed principal of Bolsa Grande High School in 2019.

School Safety
Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers, counselors and campus safety assistants.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. It was most recently updated and reviewed with school staff in September 2019. The safety plans include elements such as emergency plans and procedures, Department of Homeland Security alert precautions, school rules and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety procedures are distributed to all students and parents at the beginning of the school year. Fire drills are conducted monthly at each elementary school, no fewer than four times per year at each intermediate school and at least twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools. All schools conduct one lockdown exercise each year.

Professional Development
GGUSD’s professional-development program centers on research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective instruction through extensive training and targeted in-class support. The use of student-achievement data also assists in providing clear goals and expectations for planning in-services for teachers and paraprofessionals.

Intensive workshops are conducted in late August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming school year, with an emphasis on the strategies to support language learning in mathematics, English language arts and content areas. Staff-development opportunities are also offered after school and by release time throughout the school year to provide in-class demonstrations as well as opportunities to understand the standards and across content areas. Additionally, one non-student day is set aside each year for staff development for all high school teachers in the district. Teachers collaborate in grade level and course alike teams throughout the school year to plan lessons, analyze student achievement data and student work to ensure a high quality and rigorous academic program with high student expectations.

New teachers are provided an extensive new teacher training program. Classroom management, the district’s base program, report cards, parent-teacher conferences and research-based strategy instruction are just a few of the subjects of training for new teachers.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of school days dedicated to staff development and continuous improvement</td>
<td>At least four days before the school year and one day during the school year</td>
<td>At least four days before the school year and one day during the school year</td>
<td>At least four days before the school year and one day during the school year</td>
</tr>
</tbody>
</table>
Enrollment by Student Group
The total enrollment at the school was 1,961 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Class Size Distribution
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms 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.

Suspensions and Expulsions
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.
CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

<table>
<thead>
<tr>
<th>Percentage of Students Meeting or Exceeding State Standards</th>
<th>Two-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Bolsa Grande HS</td>
</tr>
<tr>
<td>Science</td>
<td>17-18</td>
</tr>
</tbody>
</table>

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

<table>
<thead>
<tr>
<th>Percentage of Students Meeting or Exceeding State Standards</th>
<th>Two-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Bolsa Grande HS</td>
</tr>
<tr>
<td>Science</td>
<td>17-18</td>
</tr>
</tbody>
</table>

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

<table>
<thead>
<tr>
<th>California Physical Fitness Test</th>
<th>2018-19 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Students Meeting Fitness Standards</td>
<td>Bolsa Grande HS</td>
</tr>
<tr>
<td>Grade 9</td>
<td></td>
</tr>
<tr>
<td>Four of six standards</td>
<td>21.9%</td>
</tr>
<tr>
<td>Five of six standards</td>
<td>23.8%</td>
</tr>
<tr>
<td>Six of six standards</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grade 11)

#### Percentage of Students Meeting or Exceeding State Standards

<table>
<thead>
<tr>
<th>English Language Arts Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percentage Tested</th>
<th>Percentage Not Tested</th>
<th>Percentage Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>451</td>
<td>447</td>
<td>99.11%</td>
<td>0.89%</td>
<td>69.13%</td>
</tr>
<tr>
<td>Male</td>
<td>240</td>
<td>238</td>
<td>99.17%</td>
<td>0.83%</td>
<td>63.87%</td>
</tr>
<tr>
<td>Female</td>
<td>211</td>
<td>209</td>
<td>99.05%</td>
<td>0.95%</td>
<td>75.12%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>266</td>
<td>263</td>
<td>98.87%</td>
<td>1.13%</td>
<td>80.61%</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>158</td>
<td>158</td>
<td>100.00%</td>
<td>0.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>10</td>
<td>90.91%</td>
<td>9.09%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged</td>
<td>345</td>
<td>343</td>
<td>99.42%</td>
<td>0.58%</td>
<td>69.39%</td>
</tr>
<tr>
<td>English learners</td>
<td>154</td>
<td>152</td>
<td>98.70%</td>
<td>1.30%</td>
<td>39.47%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>50</td>
<td>50</td>
<td>100.00%</td>
<td>0.00%</td>
<td>14.00%</td>
</tr>
<tr>
<td>Students receiving Migrant Education services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
### CAASPP Results by Student Group: Mathematics (grade 11)

#### Percentage of Students Meeting or Exceeding State Standards

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>2018-19 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Total Enrollment</td>
</tr>
<tr>
<td>All students</td>
<td>451</td>
</tr>
<tr>
<td>Male</td>
<td>240</td>
</tr>
<tr>
<td>Female</td>
<td>211</td>
</tr>
<tr>
<td>Black or African-American</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>266</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>158</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>11</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged</td>
<td>345</td>
</tr>
<tr>
<td>English learners</td>
<td>154</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>50</td>
</tr>
<tr>
<td>Students receiving Migrant Education services</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
</tr>
</tbody>
</table>

* Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.*
Career Technical Education Programs

Career and Technical Education (CTE) in Garden Grove Unified School District is aligned with California’s CTE Model Curriculum Standards, which were revised and adopted by the State Board of Education in 2013, as well as Standards for Career Ready Practice and Common Core State Standards. Instruction follows pathways focused on preparation for postsecondary success and connects core academic content with real-world applications.

District CTE course offerings include those taught by full-time, single-subject-credentialed teachers holding subject-matter authorization in business, home economics, or industrial and technology education, as well as courses taught by instructors holding Designated Subjects CTE Teaching Credentials in a variety of career sectors. Students may earn college credits in 23 high school CTE classes with articulation agreements; moreover, 43 CTE courses meet University of California A-G subject requirements. Dual enrollment options exist in two CTE pathways at two high schools.

CTE pathways offered at GGUSD include the following sectors: Arts, Media and Entertainment; Business and Finance; Education, Child Development and Family Services; Engineering; Health Science and Medical Technology; Information and Communication Technology; Marketing, Public Services; and Transportation. Each semester, GGUSD offers 22 CTE sections were offered at all eight district high schools and 20 total CTE sections at six out of the district’s ten intermediate schools, with plans to expand CTE to the remaining four intermediate sites in 2019-20.

All CTE administrators, instructors, counselors and classified support staff are employees of Garden Grove USD. Many courses have been collaboratively developed with Orange Country Department of Education’s (OCDE) CTEp unit, a consortium of OCDE and three member districts: GGUSD, Orange USD and Santa Ana USD. Prior to 2009, CTEp operated as the Central County ROP. The current, ongoing, collaborative model of the consortium supports each individual district’s CTE programs by supporting work-based learning, curriculum design, common assessments, data, professional development, business and industry partnerships, and student support services, such as regional competitions, field trips and activities.

Support for the core academic courses, especially English language arts, math and science, is embedded and reinforced in all CTE curriculum. STEM (science, technology, engineering and math) courses are being expanded with an emphasis on careers in computer science, patient care, engineering and advanced manufacturing, robotics and industrial design. GGUSD has launched integrated academic core/CTE course work developed through UC, with a University of California Curriculum Integration (UCCI) Biology and Community Health class offering UC Biology credit for students in a medical pathway. Future additions of UCCI courses are planned to provide students a comprehensive “academy model” that enhances specific pathways.

More rigorous and relevant pathways have been developed or expanded that align with high-skill, high-demand college majors and careers. The engineering, biomedical and computer science pathways include highly regarded research-based curricula and professional development programs offered by nonprofits such as C-STEM, coding.org and Project Lead the Way. A biotechnology pathway has been successfully launched at La Quinta High School, with students able to complete the course sequence through a summer 2019 internship or in 2019-20 by taking the capstone course.

CTE courses are offered throughout the school year, before and during the regular school day, after school and during summer session. A formal professional internship course is offered in summer as a capstone for CTE pathway students, which combines classroom study with relevant work-based learning and industry-recognized certification. With our partners from OCDE/CTEp and United Way Orange County, interns are able to receive rigorous training in soft skills, mentoring from accomplished professionals, and earn scholarships.

All CTE teachers have received training, professional development, and resources in differentiating instruction and assessments for diverse student populations, including English language learners and those who have special needs. CTE teachers are included on student Individualized Education Program (IEP) team meetings. The active, hands-on, collaborative nature of CTE coursework benefits a wide variety of students and promotes 21st century skill development, equipping diverse students for lifelong success. Indeed, 80% of GGUSD disadvantaged, English learner (EL), and special population students enroll in at least one CTE course. Reviewing data and measurable outcomes, however, indicates a need to improve CTE pathway completion for special populations.

The CTE program division reviews student GPA, attendance, completion and graduation data to measure program quality and outcomes, comparing outcomes of students who completed CTE courses vs. the general student population. Two-thirds of GGUSD seniors who completed two or more CTE courses progressed on to postsecondary education. In addition, the division reviews certification attainment and student performance on common sector assessments developed and used by all CTE consortium member districts. Comprehensive end-of-program assessments taken by GGUSD students in CTE capstone courses are compared with outcomes on the same assessments by students within our district and in Orange Unified School District and Santa Ana Unified School District. Finally, students are surveyed regarding their CTE courses. At the end of the 2018-19 school year, the majority of students surveyed agreed or strongly agreed that because of their CTE class, they had identified a college major of interest, developed a clearer idea of future careers to pursue, and increased their understanding of the importance of certifications and postsecondary degrees.

GGUSD’s CTE division enjoys 125 active partnerships with regional business and industry and holds career and technical education advisory committee meetings with representatives from the following professions and businesses:

- Banking and financial service companies and certified public accountants
- Merchandising and specialty retailers
- Catering companies, chefs, and restaurant and hotel managers and owners
- Global marketing companies
- Customer service representatives
- Small businesses and entrepreneurs
- Medical professionals, emergency medical technicians, allied health care staff
- Preschool and child-care providers
- Computer programmers and technicians
- Network and server technicians
- Judges and attorneys
- Engineers, manufacturers and product designers
- K-12 teachers and college faculty
- First responders, fire and police officers
- Digital media arts professionals

The district CTE director is the primary representative on this committee, which also includes the program assistant principal, regional CTE administrators, faculty, students and community members.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

<table>
<thead>
<tr>
<th>Advanced Placement Courses</th>
<th>2018-19 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of total enrollment enrolled in AP courses</td>
<td>33%</td>
</tr>
<tr>
<td>Number of AP courses offered at the school</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of AP Courses by Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer science</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Fine and performing arts</td>
</tr>
<tr>
<td>Foreign language</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social science</td>
</tr>
</tbody>
</table>
Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions 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.

See below for library contact information for your community.

<table>
<thead>
<tr>
<th>Library</th>
<th>Telephone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange County Public Library</td>
<td>(714) 566-3000</td>
<td><a href="http://www.ocpl.org">www.ocpl.org</a></td>
</tr>
<tr>
<td>Anaheim Public Library</td>
<td>(714) 765-1880</td>
<td><a href="http://www.anaheim.net/library">www.anaheim.net/library</a></td>
</tr>
<tr>
<td>Santa Ana Public Library</td>
<td>(714) 647-5250</td>
<td><a href="http://www.santa-ana.org/library">www.santa-ana.org/library</a></td>
</tr>
</tbody>
</table>

The Orange County Public Library serves the cities of Cypress, Fountain Valley, Westminster, Garden Grove and Stanton within the GGUSD.

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school’s courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest. For general admissions requirements, see the UC web page at http://admission.universityofcalifornia.edu. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

<table>
<thead>
<tr>
<th>UC/CSU Admission</th>
<th>2017-18 and 2018-19 School Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students enrolled in courses required for UC/CSU admission in 2018-19</td>
<td>97.20%</td>
</tr>
<tr>
<td>Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18</td>
<td>61.57%</td>
</tr>
</tbody>
</table>

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit http://dq.cde.ca.gov/dataquest.

<table>
<thead>
<tr>
<th>Graduation and Dropout Rates</th>
<th>Three-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>Dropout Rate</td>
</tr>
<tr>
<td>15-16</td>
<td>16-17</td>
</tr>
<tr>
<td>Bolsa Grande HS</td>
<td>91.70%</td>
</tr>
<tr>
<td>GGUSD</td>
<td>92.20%</td>
</tr>
<tr>
<td>California</td>
<td>83.80%</td>
</tr>
</tbody>
</table>

Career Technical Education Program Courses

Listed below are the CTE and ROP classes offered at Bolsa Grande High School.

- **Business Management:** Intro to Business, Personal Finance, UC Marketing and Society
- **Design, Visual, and Media Arts:** UC Art of Animation 1 and 2, UC Art of Graphic Design 1 and 2
- **Education:** UC Child Development, UC Careers in Education
- **Engineering Design:** Product Design Studio 1 and 2, UC Intro to Engineering Design
- **Hospitality and Culinary Arts:** UC Culinary Arts, UC Baking

Career Technical Education Participation

This table displays information about participation in the school’s Career Technical Education (CTE) programs.

<table>
<thead>
<tr>
<th>Career Technical Education Data</th>
<th>Bolsa Grande HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Participation</td>
<td></td>
</tr>
<tr>
<td>Number of pupils participating in a CTE program</td>
<td>692</td>
</tr>
<tr>
<td>Percentage of pupils who completed a CTE program and earned a high school diploma</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</td>
<td>60%</td>
</tr>
</tbody>
</table>
Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Garden Grove Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks following the state adoption schedule. Health will be adopted at the K-6 level when the State Board of Education has adopted the state standards.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

### Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Most Recent State Board of Education or Local Governing Board Approved Textbooks and Instructional Materials</th>
<th>Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>Yes</td>
<td>2016-17</td>
</tr>
<tr>
<td>Math: Algebra 1</td>
<td>Yes</td>
<td>2015-16</td>
</tr>
<tr>
<td>Math: Algebra 2</td>
<td>Yes</td>
<td>2015-16</td>
</tr>
<tr>
<td>Math: Algebra 2/ trigonometry</td>
<td>Yes</td>
<td>2015-16</td>
</tr>
<tr>
<td>Math: Advanced algebra/trigonometry</td>
<td>Yes</td>
<td>2015-16</td>
</tr>
<tr>
<td>Math: All other courses</td>
<td>Yes</td>
<td>2015-16</td>
</tr>
<tr>
<td>History/social science</td>
<td>Yes</td>
<td>2019-20</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
<td>2007-08</td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>---</td>
<td>2007-08</td>
</tr>
<tr>
<td>Foreign language</td>
<td>---</td>
<td>2017-18+++</td>
</tr>
<tr>
<td>Health</td>
<td>---</td>
<td>2007-08</td>
</tr>
</tbody>
</table>

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

<table>
<thead>
<tr>
<th>Percentage of Students Lacking Materials by Subject</th>
<th>2019-20 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/language arts</td>
<td>0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>0%</td>
</tr>
<tr>
<td>Science</td>
<td>0%</td>
</tr>
<tr>
<td>History/social science</td>
<td>0%</td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>0%</td>
</tr>
<tr>
<td>Foreign language</td>
<td>0%</td>
</tr>
<tr>
<td>Health</td>
<td>0%</td>
</tr>
<tr>
<td>Science laboratory equipment</td>
<td>0%</td>
</tr>
</tbody>
</table>

++ Spanish and Vietnamese only.

School Programs

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:
- Advancement Via Individual Determination (AVID)
- Extended Day and Year Programs:
  - After School Intervention Classes
  - Summer School
- Special Education
- Title I
School Facilities

Garden Grove Unified School District (GGUSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of implementing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site-improvement projects are approved annually as needed. Graffiti-removal personnel help to keep schools free from graffiti.

The Garden Grove Unified School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner. Several schools have planted individual gardens, allowed sponsored projects by both the PTA and the Eagle Scout program with the Boys Scouts of America, to enhance our campuses throughout the district.

Bolsa Grande High School was built in 1959. The school has 63 permanent classrooms and five portable classrooms in use on the campus. The school also has a new football stadium, a media center, two gymnasiums, three computer labs, a weight room, teacher workroom and staff lounge.

In June 2010, GGUSD voters approved Measure A, authorizing $250 million in general obligation bonds and enabling the district to qualify for as much as $200 million in matching state school bond funds for large-scale infrastructure repair, improvement and modernization projects. As an added funding bonus, $47 million in supplemental school-improvement grants were secured, increasing the total projected Measure A budget to $503 million over the seven to eight years required for the completion of all bond-financed projects. Additionally, Measure P, authorizing an additional $311 million was approved by voters in 2016 that will enable our District to implement many improvements including seismic upgrades, new athletic Stadiums and adding air conditioning and energy conservation improvements to all of the remaining Elementary Schools by the end of 2020.

School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. Additional information about the condition of the school’s facilities may be obtained by speaking with the principal.

<table>
<thead>
<tr>
<th>Items Inspected</th>
<th>Repair Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)</td>
<td>Good</td>
</tr>
<tr>
<td>Interior: Interior surfaces (floors, ceilings, walls and window casings)</td>
<td>Good</td>
</tr>
<tr>
<td>Cleanliness: Pest/vermin control, overall cleanliness</td>
<td>Good</td>
</tr>
<tr>
<td>Electrical: Electrical systems</td>
<td>Good</td>
</tr>
<tr>
<td>Restrooms/fountains: Restrooms, sinks and drinking fountains</td>
<td>Good</td>
</tr>
<tr>
<td>Safety: Fire safety, emergency systems, hazardous materials</td>
<td>Good</td>
</tr>
<tr>
<td>Structural: Structural condition, roofs</td>
<td>Good</td>
</tr>
<tr>
<td>External: Windows/doors/gates/fences, playgrounds/school grounds</td>
<td>Good</td>
</tr>
<tr>
<td>Overall summary of facility conditions</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Date of the most recent school site inspection</td>
<td>7/17/2019</td>
</tr>
<tr>
<td>Date of the most recent completion of the inspection form</td>
<td>7/17/2019</td>
</tr>
</tbody>
</table>
Parental Involvement
There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees.

There are many ways in which parents can become involved with their children’s education at Bolsa Grande High School. We encourage parents to join Parents United, a group that provides classes aimed at sharing knowledge and information for supporting our teens. Bolsa also has formed an English Learner Advisory Committee (ELAC) to help advise staff on programs and services for English learners. In addition to ELAC, parents also have an opportunity to serve on the District English Language Advisory Committee (DELAC), where parents can provide input on district programs and services for English learners. Parents also have the opportunity to develop a school plan as a member of the School Site Council. Parents are also encouraged to join any of Bolsa Grande’s parent booster clubs in order to provide support to the athletic department, visual and performing arts department, and academic groups.

For more information on how to become involved at the school, please contact Eric Padget, assistant principal, at epadget@ggusd.us.

Teacher Qualifications
This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

<table>
<thead>
<tr>
<th>Teacher Credential Information</th>
<th>Three-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GGUSD</td>
</tr>
<tr>
<td>Teachers</td>
<td>19-20</td>
</tr>
<tr>
<td>With a full credential</td>
<td>1,783</td>
</tr>
<tr>
<td>Without a full credential</td>
<td>0</td>
</tr>
<tr>
<td>Teaching outside subject area of competence (with full credential)</td>
<td>97</td>
</tr>
</tbody>
</table>

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

<table>
<thead>
<tr>
<th>Teacher Misassignments and Vacant Teacher Positions</th>
<th>Three-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bolsa Grande HS</td>
</tr>
<tr>
<td>Teachers</td>
<td>17-18</td>
</tr>
<tr>
<td>Teacher misassignments of English learners</td>
<td>0</td>
</tr>
<tr>
<td>Total teacher misassignments</td>
<td>0</td>
</tr>
<tr>
<td>Vacant teacher positions</td>
<td>0</td>
</tr>
</tbody>
</table>

Academic Counselors
This table displays information about academic counselors at the school and their full-time equivalent (FTE).

<table>
<thead>
<tr>
<th>Academic Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 School Year</td>
</tr>
<tr>
<td>Ratio</td>
</tr>
<tr>
<td>Academic counselors</td>
</tr>
<tr>
<td>FTE*</td>
</tr>
<tr>
<td>Counselor (academic, social/behavioral** or career development)</td>
</tr>
</tbody>
</table>

* FTE = full-time equivalent. All students at the school have access to the services and support of an academic counselor.

** Social/behavioral counseling services provided by school psychologists, and career development counseling services provided by school academic counselors.

School Support Staff
This table displays information about support staff at the school and their full-time equivalent (FTE).

<table>
<thead>
<tr>
<th>School Support Staff Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 School Year</td>
</tr>
<tr>
<td>Support Staff</td>
</tr>
<tr>
<td>FTE</td>
</tr>
<tr>
<td>Library media teacher (librarian)</td>
</tr>
<tr>
<td>Library media services staff (paraprofessional)</td>
</tr>
<tr>
<td>Social worker</td>
</tr>
<tr>
<td>Health assistant</td>
</tr>
<tr>
<td>Resource specialist (nonteaching)</td>
</tr>
<tr>
<td>Psychologist</td>
</tr>
<tr>
<td>Nurse</td>
</tr>
<tr>
<td>Speech/language/hearing specialist</td>
</tr>
</tbody>
</table>
Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

<table>
<thead>
<tr>
<th>Salary Data</th>
<th>2017-18 Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GGUSD</td>
</tr>
<tr>
<td>Beginning teacher salary</td>
<td>$56,948</td>
</tr>
<tr>
<td>Midrange teacher salary</td>
<td>$92,173</td>
</tr>
<tr>
<td>Highest teacher salary</td>
<td>$111,243</td>
</tr>
<tr>
<td>Average elementary school principal salary</td>
<td>$140,495</td>
</tr>
<tr>
<td>Average middle school principal salary</td>
<td>$144,333</td>
</tr>
<tr>
<td>Average high school principal salary</td>
<td>$170,302</td>
</tr>
<tr>
<td>Superintendent salary</td>
<td>$283,608</td>
</tr>
<tr>
<td>Teacher salaries: percentage of budget</td>
<td>36%</td>
</tr>
<tr>
<td>Administrative salaries: percentage of budget</td>
<td>4%</td>
</tr>
</tbody>
</table>

Financial Data Comparison

This table displays the school’s per-pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

<table>
<thead>
<tr>
<th>Financial Data Comparison</th>
<th>2017-18 Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditures Per Pupil From Unrestricted Sources</td>
</tr>
<tr>
<td>Bolsa Grande HS</td>
<td>$8,244</td>
</tr>
<tr>
<td>GGUSD</td>
<td>$7,007</td>
</tr>
<tr>
<td>California</td>
<td>$7,507</td>
</tr>
<tr>
<td>School and district: percentage difference</td>
<td>+17.7%</td>
</tr>
<tr>
<td>School and California: percentage difference</td>
<td>+9.8%</td>
</tr>
</tbody>
</table>

Data for this year’s SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dqdataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.