



Garden Grove Unified School District

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SARC

2023-24

School Accountability
Report Card
Published in 2024-25



Bolsa Grande High School

Grades 9-12
CDS Code 30-66522-3030434

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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 31 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. Schools had until November 2024 to review and update their plans. 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.

In the spring of the 2023-24 school year, the district introduced and trained school sites and departments on the Standard Response Protocol (SRP), developed by the "I Love U Guys" Foundation. The SRP is a nationally recognized safety program designed to standardize responses to various emergencies, such as lockdowns, evacuations and shelter-in-place scenarios, ensuring a clear, consistent and effective approach for students, staff and first responders.

In the fall of 2024, the plan was implemented and shared with parents and students. To support training and awareness, posters and videos were created and distributed across the district.

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.



District Mission Statement

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

District Vision Statement

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Professional Development Days

Three-Year Data

	2022-23	2023-24	2024-25
Number of school days dedicated to staff development and continuous improvement	At least four days before the school year and one day during the school year for HS only	At least four days before the school year and one day during the school year for HS only	At least four days before the school year and one day during the school year for HS only

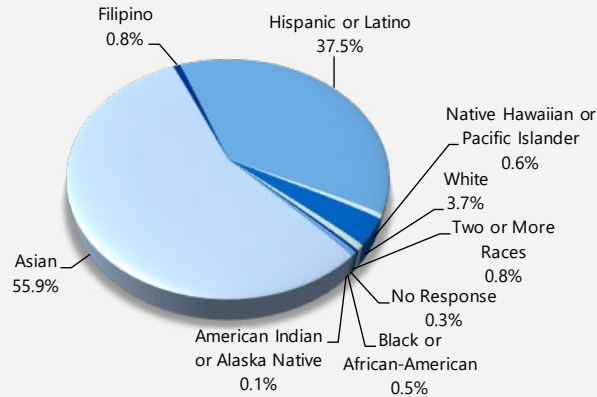


Enrollment by Student Group

The total enrollment at the school was 1,726 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2023-24 School Year

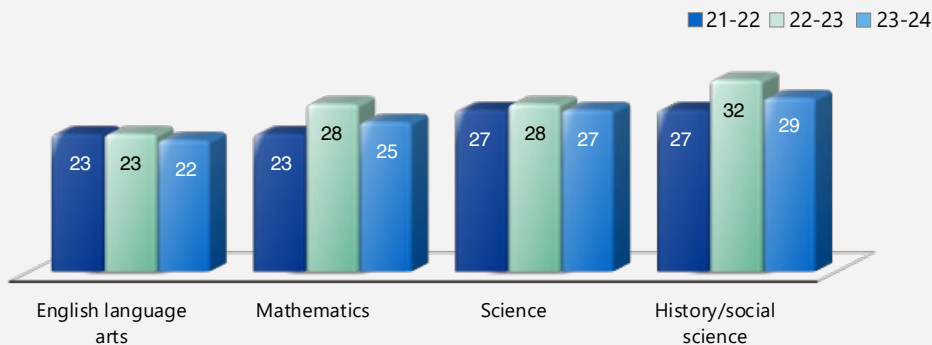


Class Size Distribution

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2021-22			2022-23			2023-24		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	31	48	7	34	46	6	37	48	4
Mathematics	21	47	6	10	36	10	12	39	11
Science	10	32	6	9	25	8	5	39	2
History/social science	14	19	24		22	21	4	25	18

Enrollment by Student Group

Demographics

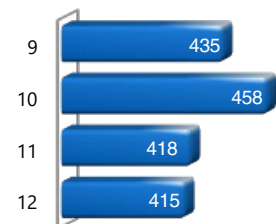
2023-24 School Year

Female	48.20%
Male	51.70%
Non-Binary	0.10%
English learners	22.90%
Foster youth	0.50%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	88.30%
Students with Disabilities	12.50%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.

2023-24 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Bolsa Grande HS			Garden Grove USD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	3.90%	3.70%	2.00%	2.90%	3.30%	2.50%	3.20%	3.60%	3.30%
Expulsion rates	0.10%	0.10%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00%	0.00%
Female	1.30%	0.00%
Male	2.70%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.60%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.10%	0.00%
Native Hawaiian or Pacific Islander	9.10%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	5.70%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.90%	0.00%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2023-24 School Year	
Percentage of students enrolled in AP courses	37.80%
Number of AP courses offered at the school	46
Number of AP Courses Offered	
Computer science	2
English	9
Fine and performing arts	2
Foreign language	2
Mathematics	8
Science	7
Social science	13

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, please visit the UC Admissions Information 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.

UC/CSU Admission	
Bolsa Grande HS	
2022-23 and 2023-24 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2023-24	97.80%
Percentage of graduates who completed all courses required for UC/CSU admission in 2022-23	64.05%



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. 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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2023-24 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	94.17%	96.11%	92.22%	95.00%	96.39%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1,804	1,787	257	14.40%
Female	865	858	114	13.30%
Male	938	928	143	15.40%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	993	989	59	6.00%
Black or African American	0	0	0	0.00%
Filipino	14	14	0	0.00%
Hispanic or Latino	692	680	178	26.20%
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	14	14	3	21.40%
White	65	65	7	10.80%
English Learners	437	431	104	24.10%
Foster Youth	13	13	5	38.50%
Homeless	45	45	17	37.80%
Socioeconomically Disadvantaged	1,586	1,573	241	15.30%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	232	228	83	36.40%

Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

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 Jennie Phan, assistant principal, at (714) 663-6541.



Statewide Assessments

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 10, 11 or 12).

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.



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bolsa Grande HS		Garden Grove USD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
Science	40.43%	37.68%	37.69%	38.27%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Bolsa Grande HS		Garden Grove USD		California	
Subject	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	66%	66%	58%	59%	46%	47%
Mathematics	44%	46%	48%	48%	34%	35%

CAASPP by Student Group: Science, English Language Arts and Mathematics

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

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 Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	823	813	98.78%	1.22%	37.68%
Female	410	406	99.02%	0.98%	38.02%
Male	412	406	98.54%	1.46%	37.44%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	476	471	98.95%	1.05%	50.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	299	295	98.66%	1.34%	17.97%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	28	28	100.00%	0.00%	28.57%
English Learners	179	175	97.77%	2.23%	1.14%
Foster Youth	❖	❖	❖	❖	❖
Homeless	24	24	100.00%	0.00%	25.00%
Military	76	76	100.00%	0.00%	32.00%
Socioeconomically disadvantaged	706	696	98.58%	1.42%	35.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	98	92	93.88%	6.12%	4.35%

❖ Scores are not shown 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.





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

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	414	403	97.34%	2.66%	66.25%
Female	199	194	97.49%	2.51%	74.23%
Male	214	208	97.20%	2.80%	58.65%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	246	240	97.56%	2.44%	81.25%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	142	138	97.18%	2.82%	42.03%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	14	13	92.86%	7.14%	38.46%
English Learners	89	85	95.51%	4.49%	7.06%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	36	35	97.22%	2.78%	65.71%
Socioeconomically disadvantaged	354	344	97.18%	2.82%	65.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	46	41	89.13%	10.87%	19.51%

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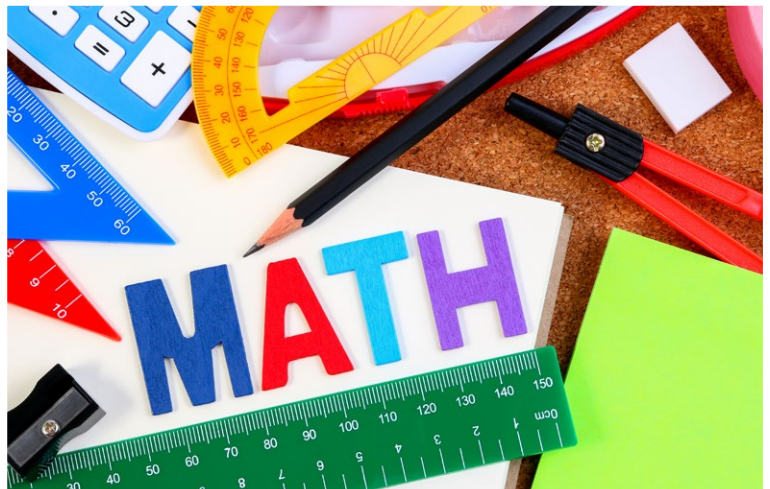


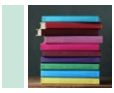


CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	414	404	97.58%	2.42%	46.04%
Female	199	195	97.99%	2.01%	48.72%
Male	214	208	97.20%	2.80%	43.75%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	246	240	97.56%	2.44%	63.33%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	142	139	97.89%	2.11%	19.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	14	13	92.86%	7.14%	23.08%
English Learners	89	86	96.63%	3.37%	11.63%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	36	35	97.22%	2.78%	42.86%
Socioeconomically disadvantaged	354	345	97.46%	2.54%	44.35%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	46	41	89.13%	10.87%	7.32%

❖ Scores are not shown 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.





Career Technical Education Programs

Career and Technical Education (CTE) in Garden Grove Unified School District aligns with California's CTE Model Curriculum Standards, Standards for Career Ready Practice, Common Core State Standards and Next Generation Science Standards. Programs of study prepare students for postsecondary success in regional emerging and priority sectors and connect core academic content with real-world applications.

Districtwide, CTE offered 502 course sections for 7-12 grade students in during the regular 2023-24 school year, and 14 sections during summer 2024. In GGUSD, students do not have to choose between college preparatory classes and CTE: 98% of high school CTE courses offered met University of California A-G subject requirements, and 52% of CTE courses had active articulation agreements with regional colleges. Moreover, dual enrollment options exist in automotive, biotechnology, business, cybersecurity, digital media arts, education, hospitality, engineering, manufacturing and patient care pathways under college and career access pathways (CCAP) agreements with three community college districts. In addition, the introductory-level course "College and Career Seminar" offers students the opportunity to earn college credit while developing strategies for post-secondary success. Overall, GGUSD offered early college credit through dual enrollment in 41 high school course sections in 2023-24.

CTE programs prepare students for high-skill, high-wage, high-demand fields, with pathway sectors that include: Arts, Media and Entertainment; Business and Finance; Education, Child Development and Family Services; Engineering; Fashion and Interior Design; Health Science and Medical Technology; Information and Communication Technology; Manufacturing and Product Development; Public Services; and Transportation.

All CTE administrators, instructors, counselors and classified support staff are employees of Garden Grove USD. GGUSD is an active member of the OC Pathways consortium, which includes 14 other high school districts and 14 higher education partners. In addition, the district partners with CTEp through the Orange County Department of Education for articulation agreements, curriculum design and development, student services and professional development. This current, ongoing, collaborative model of our consortia supports each individual district's career education 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.

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 hourly instructors holding Designated Subjects CTE Teaching Credentials in a variety of industry sectors. All CTE instructors have professional experience in their assigned sector areas.

Support for the core academic courses, such as English language arts, math, social studies and science, is embedded and reinforced in all CTE curriculum. STEM (science, technology, engineering and math) learning activities prepare students for college programs and careers in high-demand fields, such as computer science, patient care, engineering and advanced manufacturing, robotics and industrial design. GGUSD offers integrated academic core/CTE course work developed through the UC Office of the President, 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 and thematically connects rigorous academic content to relevant programs of study.

CTE pathways have been continuously developed, enhanced and expanded to align with high-skill, high-demand college majors and careers according to regional employment data and economic forecasts. The engineering, biomedical and computer science pathways include highly regarded, research-based curricula and professional development programs offered by nonprofits such as C-STEM, code.org and Project Lead the Way.

CTE courses are offered throughout the school year, before and during the regular school day, after school and during summer session. A professional internship program is offered every summer as an option for eligible CTE pathway students that connects their pre-requisite classroom study with relevant work-based learning experiences and industry-recognized certification. With our partners from the Garden Grove Chamber of Commerce, OCDE and United Way Orange County, interns are able to receive rigorous training in professional skills, mentoring from accomplished employer hosts, and earn scholarships. In the summer of 2024, 78 students from all comprehensive GGUSD high schools completed a summer internship.

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. Districtwide, 1,151 students graduated high school having completed a CTE pathway in 2024, up 42% from the prior year. In 2024, more than one-third of all district high school graduates were also pathway completers. Reviewing data and measurable outcomes, however, indicates a need to improve CTE pathway enrollment and completion rates for female students, particularly in STEAM pathways and courses such as digital media arts, engineering, ICT and manufacturing and product development.

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Career Technical Education Programs

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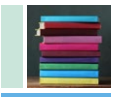
The CTE program division reviews student GPA, attendance, completion and graduation data to measure program quality and outcomes, comparing outcomes of students who completed CTE courses vs. the general student population. Data show that students who complete a CTE pathway are more likely to graduate high school. Moreover, two-thirds of GGUSD seniors who complete two or more CTE courses progress on to postsecondary education. In addition, the division reviews certification attainment and student performance on industry-recognized credentials such as ServSafe Food Handler, OSHA 10 Hour, BLS/CPR, Adobe, CompTIA and MOS. Finally, students are surveyed regarding their CTE courses. At the end of the 2023-24 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 department benefits from 125 active partnerships with regional businesses, community agencies and industry representatives. The CTE department holds an annual career and technical education stakeholder engagement meeting with representatives in the following roles:

- Secondary Faculty
- Secondary Counselors
- Secondary Administrators
- Secondary Support Professionals
- Postsecondary Faculty
- Postsecondary Administrators
- Postsecondary Counselors
- Representatives of Special Populations
- Local Workforce Development Members
- Regional Economic Development Members
- Local Business and Industry Partners
- Parents and Students
- Representatives of Indian Tribes and Tribal Organizations
- Community Agency Partners

The district CTE director is the primary representative on this committee and invites stakeholders to participate. The final group of stakeholder participants is approved by the Board of Education.





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.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	21-22	22-23	23-24	21-22	22-23	23-24
Bolsa Grande HS	93.00%	93.80%	93.30%	6.50%	5.50%	6.40%
Garden Grove USD	91.40%	92.60%	93.10%	6.80%	5.30%	5.50%
California	87.00%	86.20%	86.40%	7.80%	8.20%	8.90%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2023-24 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	419	391	93.30%
Female	217	204	94.00%
Male	202	187	92.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	231	219	94.80%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	164	149	90.90%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	15	14	93.30%
English Learners	126	103	81.70%
Foster Youth	❖	❖	❖
Homeless	21	19	90.50%
Socioeconomically Disadvantaged	380	356	93.70%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	56	53	94.60%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

❖ Scores are not shown 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.

Career Technical Education Participation

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

Career Technical Education Data	
Bolsa Grande HS	
2023-24 Participation	
Number of pupils participating in a CTE program	682
Percentage of pupils who completed a CTE program and earned a high school diploma	98%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	22%



Career Technical Education Program Courses

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

- College and Career Seminar
- Business Management: Fundamentals of Business, Marketing and Society
- Design, Visual, and Media Arts: Art of Graphic Design, Multimedia Design Honors
- Education: Child Development, Principles of Teaching and Learning
- Engineering Design: Intro to Engineering Design/Intro to Design, Principles of Engineering
- Hospitality and Culinary Arts: Culinary Arts, Professional Baking
- Manufacturing and Product Design: 3D CAD, Product Design Studio, Computer Integrated Manufacturing



Textbooks and Instructional Materials

District K-12 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 world language are aligned with state-adopted content standards and state or national frameworks following the state adoption schedule.

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.

Textbooks and Instructional Materials List

2024-25 School Year

Subject	Textbook	Adopted
English language arts	CA Collections, Houghton Mifflin Harcourt	2016-17
Math: Algebra 1	McGraw-Hill	2015-16
Math: Algebra 2	McGraw-Hill	2015-16
Math: Algebra 2/ trigonometry	Cengage Learning	2015-16
Math: Advanced algebra/trigonometry	Wiley Publishing	2015-16
Math: All other courses	Statistics: Pearson; Pre-Calculus: Cengage Learning; AP Calculus: Briggs, Cochran, et. al.	2015-16
History/social science	Savvas (formally Pearson)	2019-20
Science	McGraw Hill California Inspire	2020-21
Visual and performing arts	---	2007-08
World language	Spanish: Pearson; Heritage Spanish: McGraw Hill; Vietnamese: Tieng Viet Men Yeu; French: HMH	2017-18
Health	Goodheart-Wilcox	2020-21

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2024-25 School Year

Bolsa Grande HS	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

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.

Orange County Public Library

Tel: (714) 566-3000

www.ocpl.org

Anaheim Public Library

Tel: (714) 765-1880

www.anaheim.net/library

Santa Ana Public Library

Tel: (714) 647-5250

www.santa-ana.org/library

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

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.

Currency of Textbooks

2024-25 School Year

Data collection date	9/3/2024
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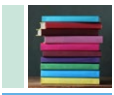
Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2024-25 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



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.

School Facility Good Repair Status		2024-25 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent FIT report	8/5/2024	



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 66 permanent classrooms and 10 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 \$311 million was approved by voters in 2016 that enabled our district to implement many improvements including seismic upgrades, new athletic stadiums and added air conditioning and energy conservation improvements to all of the remaining Elementary Schools.

Continued on sidebar

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

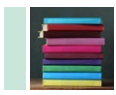


School Facilities

Continued from left

Bond proceeds, combined with state matching funds, are financing such wide-ranging school improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom and fire-safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground equipment and safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom plumbing, tile, and fixtures; retrofitting schools for better accessibility for the disabled; burying new underground conduits for technology growth; installing new classroom carpeting; repainting school interiors and exteriors; and new underground natural-gas piping.

We have completed air conditioning for classrooms in all 65 schools. All seven high schools have been completed. Throughout the district, modernization projects are on-time and on budget. All seven comprehensive high schools had LED field and tennis court lighting completed. We appreciate your patience as we work to ensure that all of our schools remain successful and comfortable places to learn and work.



Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	59.1	75.1%	1,441.7	83.1%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.5	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.4	6.9%	80.7	4.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	2.3%	8.5	0.5%	12,115.8	4.4%
Unknown	12.3	15.7%	202.6	11.7%	18,854.3	6.9%
Total Teaching Positions	78.8	100.0%	1,734.1	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	58.6	75.7%	1,444.6	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	1.5	0.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.0	7.8%	67.7	4.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.6	0.9%	15.4	0.9%	11,953.1	4.3%
Unknown	12.1	15.7%	170.3	10.0%	15,831.9	5.7%
Total Teaching Positions	77.4	100.0%	1,699.6	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
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)	65.8	86.2%	1,449.0	84.0%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.2	1.6%	21.8	1.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.8	7.6%	81.3	4.7%	11,746.9	4.2%
Unknown	3.5	4.6%	172.5	10.0%	14,303.8	5.2%
Total Teaching Positions	76.4	100.0%	1,724.7	100.0%	277,697.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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



Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data	
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.0	0.0	0.0
Misassignments	5.4	6.0	1.2
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	5.4	6.0	1.2



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.8	0.4	0.4
Local Assignment Options	0.0	0.2	5.4
Total Out-of-Field Teachers	1.8	0.6	5.8

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.4%	8.9%	1.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

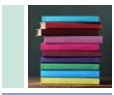
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2023-24 School Year

	Ratio
Pupils to Academic counselors	293:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	6.0000
Library media teacher (librarian)	1.0000
Library media services staff (paraprofessional)	0.0000
Psychologist	2.0000
Social worker	2.0000
Nurse/health assistant	1.4375
Speech/language/hearing specialist	1.0000
Resource specialist (nonteaching)	0.0000



Financial Data

The financial data displayed in this SARC is from the 2022-23 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.

Salary Data		2022-23 Fiscal Year
	Garden Grove USD	Similar Sized District
Beginning teacher salary	\$69,358	\$56,572
Midrange teacher salary	\$112,263	\$87,185
Highest teacher salary	\$135,489	\$119,664
Average elementary school principal salary	\$171,982	\$148,486
Average middle school principal salary	\$172,905	\$154,835
Average high school principal salary	\$205,644	\$170,007
Superintendent salary	\$354,528	\$338,699
Teacher salaries: percentage of budget	30.00%	31.41%
Administrative salaries: percentage of budget	4.00%	4.86%

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.

Financial Data Comparison		2022-23 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Bolsa Grande HS	\$11,729	\$117,851
Garden Grove USD	\$11,706	\$114,799
California	\$10,771	\$94,625
School and district: percentage difference	+0.2%	+2.7%
School and California: percentage difference	+8.9%	+24.5%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2022-23 Fiscal Year	
Total expenditures per pupil	\$18,634
Expenditures per pupil from restricted sources	\$6,905
Expenditures per pupil from unrestricted sources	\$11,729
Annual average teacher salary	\$117,851



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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/dataquest>. 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 2024.

School Accountability Report Card

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