



BOLSA GRANDE HIGH SCHOOL

Garden Grove Unified School District

2009-2010 School Accountability Report Card

9401 Westminster Ave.
Garden Grove, CA 92844
Phone: (714) 663-6424
Web site: www.ggusd.us

Denise Jay,
Principal
Laura Schwalm, Ph.D.,
Superintendent

School Description

Bolsa Grande High School is a school having grades 9-12; it is one of 70 schools in the GGUSD and serves students from the cities of Garden Grove, Westminster, and Santa Ana.

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.

Parents at Bolsa Grande High School meet in different groups based on student needs and interests, whether that be through Parents United, various music and athletic booster clubs or specialty parent meetings such as Back-on-Track, College Information Night, or PSAT Night. The Ten Education Commandments classes are offered several times a year in different language groups for parents desiring to learn more about the public school system, teen-age student issues, and college preparation. The English Language Advisory Committee meets several times a year to address the needs of English-language learners on campus. Please contact the school principal at (714) 663-6424 for specific information regarding such activities.

School Leadership and Support Personnel

Strong leadership is essential in a quality school, and is provided at Bolsa Grande High School by Denise Jay, the principal, a professional educator for 26 years. She was appointed principal of Bolsa Grande High School in 2000.

Along with the principal, the school's leadership team is composed of Ron Zajec, Renee Perez, and David Merito, the assistant principals; counselors; the activities director; the athletic director; department chairs; teachers; the Title I/staff development facilitator; and the school secretary. Among its responsibilities, the leadership team advises on academic and extra-curricular programs.

In addition to administrators, teachers, and classified staff, specially trained support personnel are also available to students. They include:

- Psychologist
- Speech/Language Pathologist
- Nurse/Health Assistant
- Librarian and Library/Student Services Clerk
- Community Liaison Worker
- Campus Safety Assistants
- Title 1 Teacher
- Counselors
- Adapted P.E. Teacher
- Instructional Aides
- Community Outreach Specialist
- Instrumental Music Teacher
- Vocal Music Teacher
- Special Office (GGPD)
- Resource Specialist Teacher
- Special Day Class Teacher
- School Testing Clerk

Our Mission

The Board of Education of the Garden Grove Unified School District is committed to providing an educational program focusing on student achievement, high standards, and opportunities for all students to acquire the knowledge and skills necessary to live a productive life. To meet this commitment, students will participate in a comprehensive curriculum designed to achieve the identified goals.

Our Goal

It is the goal of the district to ensure that all students have the opportunity upon leaving high school to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. The opportunity to choose among these paths requires that students achieve proficiency as defined by state standards in core academic subjects and achieve proficiency in the use of the English language. These proficiencies will make it possible for students to access rigorous high school courses and enable them to graduate ready for college and skilled careers.



School Facility Good Repair Status (2009-10)

The table below summarizes the findings of the most recent inspection of the school to determine the condition of the grounds, buildings, and restrooms. A form known as the Facilities Inspection Tool (FIT) is used to document whether the inspection elements listed in the table below are determined to be in “good repair” at the school. Additional information about the condition of the school’s facilities may be obtained by speaking with the principal.

| School Facility Conditions and Improvements | | | | |
|------------------------------------------------------------------------------------------------------------|---------------|------|------|------|
| Items Inspected | Repair Status | | | |
| | Good | Fair | Poor | |
| Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer | ✓ | | | |
| Interior: Interior Surfaces (floors, ceilings, walls, and window casings) | ✓ | | | |
| Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas) | ✓ | | | |
| Electrical: Electrical Systems (interior and exterior) | ✓ | | | |
| Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior) | ✓ | | | |
| Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior) | ✓ | | | |
| Structural: Structural Condition, Roofs | ✓ | | | |
| External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds | ✓ | | | |
| Overall Summary of Facility Condition | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | ✓ | | |

Most recent school inspection and FIT completion date: August 31, 2009

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. The safety plans include such elements as emergency plans and procedures, 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 brochures are distributed to all students at the beginning of the school year. Fire drills are conducted monthly at each elementary school, not fewer than four times per year at each intermediate school, and not fewer than 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.

School Facilities

The GGUSD prides itself on maintaining quality facilities conducive to teaching and learning. School custodial and district maintenance staff operate an inspection system to ensure all sites are clean, safe, well maintained, and in good repair. All classrooms, playground areas, and working space for 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. A district graffiti removal team helps to keep schools looking attractive.

Bolsa Grande High School first opened in 1959. The school has 62 permanent classrooms and six portable classrooms in use on the campus. The school also has a library-media center, career center, two gymnasiums, six computer labs, weight room, teacher workroom, and a teacher lounge.

Projects recently completed or scheduled to be completed at the school this year include new paint and carpeting in many classrooms, remodeling of the Associated Student Body room and students store, and upgrading of softball facility.

Quality, Currency, and Availability of Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English-language arts, mathematics, history-social science, health, foreign language, visual-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 9-12 textbooks in the subjects listed above. 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 standards have been adopted by the state Board of Education.

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.

School Programs and Instruction

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- GATE
- Programs for English Language Learners
 - ▶ Economic Impact Aid
 - ▶ ELD Curriculum and Support Services
- Special Education
- School Library Improvement Program
- EETT School Technology Grant
- Title I
- Extended Day and Year Programs:
 - ▶ After School Intervention Classes
 - ▶ After School English Language Development Classes
 - ▶ Summer School
 - ▶ Online Classes
- Advancement Via Individual Determination (AVID)

The GGUSD strives to ensure all students have equal access to a quality, standards-based educational program. School staff and parents in the district are involved in decision-making through such organizations as school site councils, parent-teacher organizations, the district English Learner Advisory Committee, grade level or department chair meetings, and other parent or school advisory committees. At the high schools, parents and staff also participate in various booster clubs.

For a comprehensive profile of individual student performance, California Standards Tests and district benchmark assessment results are combined with other achievement measures including teacher and publisher-made tests, homework, writing assignments, portfolios, classroom observation, special projects and reports, and class participation. The CELDT (California English Language Development Test) is given to all English Learners.

Four progress reports and four report cards are sent home during the year in district intermediate and high schools.

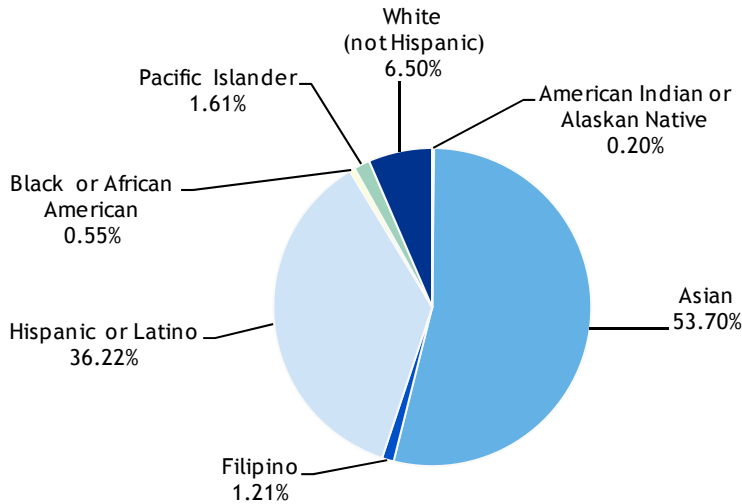
Quality, Currency, and Availability of Textbooks and Instructional Materials

The table below displays a list of current core subject textbooks used at the school and the year adopted.

| Textbooks | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Subject | Year Adopted |
| English-Language Arts | 2002-03* |
| Math | |
| Algebra Readiness | 2008-09 |
| Algebra 1 | 2008-09 |
| Algebra and Trigonometry | 2008-09 |
| Geometry | 2008-09**** |
| Algebra 2 | 2008-09**** |
| Pre Calculus | 2008-09**** |
| All other courses | 2000-01* |
| History-Social Science | 2006-07 |
| Science | 2007-08 |
| Visual-Performing Arts | 2007-08 |
| Foreign Language | 2007-08***** |
| Health | 2007-08 |
| * The Omnibus Education Trailer Bill to the 2009 Budget Act suspends the requirements to purchase newly adopted instructional materials until 2013-14 and delays the instructional materials adoption cycle for the same period. | |
| **** Geometry, Algebra 2, and pre Calculus textbooks were adopted in 2008-09. Geometry and Algebra will be in use starting in 2010-11 and Pre Calculus will be in use starting 2011-12 pending availability of funds. | |
| ***** Spanish and Vietnamese only. | |
| Note: This data was collected and verified by the district in September 2009. | |

Enrollment and Demographics

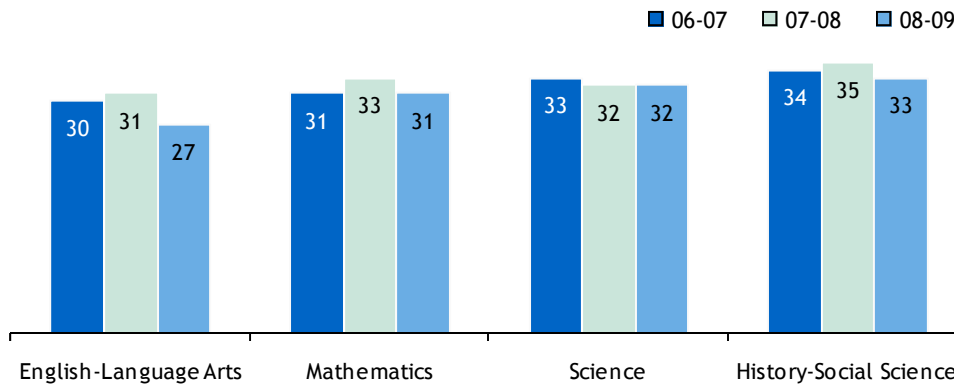
The total enrollment at the school is 1,985 students for the 2009-10 school year.*



* School data reported October 29, 2009

Class Size

The three-year data for average class size is displayed below.



Class Size Distribution – Number of Classrooms By Size

| Subject | 06-07 | | | 07-08 | | | 08-09 | | |
|------------------------|-------|-------|-----|-------|-------|-----|-------|-------|-----|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English-Language Arts | 7 | 29 | 24 | 10 | 24 | 34 | 29 | 22 | 26 |
| Mathematics | 4 | 20 | 26 | 5 | 15 | 33 | 3 | 35 | 29 |
| Science | 1 | 16 | 25 | | 19 | 27 | 3 | 17 | 28 |
| History-Social Science | 1 | 12 | 26 | 1 | 10 | 28 | 2 | 19 | 30 |

California Physical Fitness Test

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, can be found at www.cde.ca.gov/ta/tg/pf/.

Please note 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Percentage of Students Meeting Fitness Standards

| Grade 9 | |
|-----------------------|-------|
| Four of Six Standards | 17.9% |
| Five of Six Standards | 31.7% |
| Six of Six Standards | 42.5% |

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: Advanced (*exceeds state standards*); Proficient (*meets state standards*); Basic; Below Basic; and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

| | School | | | District | | | California | | |
|------------------------|--------|-------|-------|----------|-------|-------|------------|-------|-------|
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| English-Language Arts | 46% | 46% | 50% | 45% | 48% | 51% | 43% | 46% | 50% |
| Mathematics | 38% | 30% | 33% | 47% | 47% | 51% | 40% | 43% | 46% |
| Science | 43% | 42% | 49% | 46% | 52% | 54% | 38% | 46% | 50% |
| History-Social Science | 43% | 51% | 54% | 46% | 47% | 52% | 33% | 36% | 41% |

STAR Results by Student Group: English-Language Arts, Mathematics, Science and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

| Group | Spring 2009 Results | | | |
|-----------------------------------------------|-----------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| Male | 44% | 33% | 51% | 55% |
| Female | 56% | 34% | 47% | 52% |
| Economically Disadvantaged | 46% | 33% | 45% | 52% |
| English Learners | 15% | 24% | 23% | 29% |
| Students with Disabilities | 1% | 9% | 12% | 8% |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ | ❖ |
| African American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | 63% | 49% | 63% | 67% |
| Filipino | 44% | 19% | ❖ | ❖ |
| Hispanic or Latino | 33% | 13% | 30% | 36% |
| Pacific Islander | 47% | 24% | ❖ | ❖ |
| White | 49% | 27% | 59% | 51% |

❖ 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.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

California NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels for California on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---------------------------------------------------------|--------------|---------|------------------|---------|
| | Reading 2007 | | Mathematics 2009 | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Average Scale Score | | | | |
| State | 209 | 251 | 232 | 270 |
| National | 220 | 261 | 239 | 282 |
| State Percent at Each Achievement Level | | | | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Basic | 30% | 41% | 41% | 36% |
| Proficient | 18% | 20% | 25% | 18% |
| Advanced | 5% | 2% | 5% | 5% |

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) by students with disabilities and/or English Language Learners for grades four and eight.

| NAEP Reading and Mathematics Results for Grades 4 and 8 | | | | |
|---------------------------------------------------------|--------------|---------|------------------|---------|
| | Reading 2007 | | Mathematics 2009 | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| State Participation Rate | | | | |
| Students with Disabilities | 74% | 78% | 79% | 85% |
| English Language Learners | 93% | 92% | 96% | 96% |
| National Participation Rate | | | | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Students with Disabilities | 65% | 66% | 84% | 78% |
| English Language Learners | 80% | 77% | 94% | 92% |

NAEP Testing Note

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in 10 categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." For more information, please visit www.cde.ca.gov/ta/ac/ap.

API Ranks – Three Year Comparison

| | 05-06 | 06-07 | 07-08 |
|--------------------------|-------|-------|-------|
| Statewide API Rank | 8 | 8 | 8 |
| Similar Schools API Rank | 9 | 9 | 9 |

API Growth by Student Group – Three Year Comparison

| Group | Actual API Change | | | 2008-09 Growth API Score |
|----------------------------------|-------------------|-------|-------|--------------------------|
| | 06-07 | 07-08 | 08-09 | |
| All Students at the School | 12 | 7 | 19 | 789 |
| African American | ■ | ■ | ■ | ■ |
| American Indian or Alaska Native | ■ | ■ | ■ | ■ |
| Asian | 9 | 8 | 16 | 852 |
| Filipino | ■ | ■ | ■ | ■ |
| Hispanic or Latino | 10 | 6 | 19 | 707 |
| Pacific Islander | ■ | ■ | ■ | ■ |
| White | ■ | ■ | ■ | ■ |
| Socioeconomically Disadvantaged | 13 | 1 | 20 | 778 |
| English Learners | 11 | -27 | 14 | 717 |
| Students with Disabilities | ■ | ■ | ■ | ■ |

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Suspensions and Expulsions

Suspension and Expulsion Rates

| | School | | | District | | |
|-----------------|--------|-------|-------|----------|-------|-------|
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspension Rate | 0.144 | 0.245 | 0.185 | 0.137 | 0.135 | 0.126 |
| Expulsion Rate | 0.002 | 0.003 | 0.005 | 0.002 | 0.001 | 0.003 |

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.

Anaheim Public Library
Tel: (714) 765-1880
Internet: www2.anaheim.net/custom.cfm?name=welcome_library.cfm

Orange County Public Library
Tel: (714) 566-3000
Internet: www.ocpl.org
Serving the following cities within the GGUSD:

- Cypress
- Garden Grove
- Fountain Valley
- Stanton
- Westminster

Santa Ana Public Library
Tel: (714) 647-5250
Internet: www.ci.santa-ana.ca.us/library/

Suspensions and Expulsions

The adjacent table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

Adequate Yearly Progress

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percentage of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate (for high schools)

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

| Adequate Yearly Progress Criteria | | | | |
|-----------------------------------|-----------------------|-------------|-----------------------|-------------|
| | School | | District | |
| Met Overall AYP | No | | No | |
| AYP Criteria | English-Language Arts | Mathematics | English-Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | No | Yes | No | Yes |
| API | Yes | | Yes | |
| Graduation Rate | Yes | | Yes | |

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they are unable to reach Adequate Yearly Progress over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). The level of intervention increases with each additional year a school fails to meet the AYP target. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

| Federal Intervention Program | | |
|-------------------------------------------------------|-----------|-----------|
| | School | District |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | ✧ | 2008-2009 |
| Year in Program Improvement | ✧ | Year 2 |
| Number of Schools Identified for Program Improvement | 19 | |
| Percent of Schools Identified for Program Improvement | 28.4% | |

✧ Not applicable. This school is not a Program Improvement School.

Professional Development

The professional development program of the GGUSD focuses on research-based strategy 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 inservices for teachers and paraprofessionals.

Five consecutive days of intensive workshops are conducted in late August to provide teachers with new knowledge and enhanced skills for the upcoming school year, while staff development opportunities are offered after school and by release time throughout the school year. Training in district curriculum, technology, and research-based strategy instruction are continuously offered. Along with these inservice opportunities, one non-student day is set aside each year for staff development involving all high school teachers in the district.

New teachers are provided an extensive BTSA-Induction 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.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the California Master Plan for Higher Education, 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 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 Web page located at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses, grades in specified courses and test scores, and 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 utilize 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 general admissions requirements please visit www.calstate.edu/SAS/admreq.shtml.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th-grade, the table displays by student group the percent from the school who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Please note state results for California are not available. For more detailed information, please visit www.cde.ca.gov/ta/tg/hs/.

Completion of High School Graduation Requirements

| Group | Graduating Class of 2009 | |
|----------------------------------|--------------------------|----------|
| | School | District |
| All Students | 94.3% | 95.1% |
| Socioeconomically Disadvantaged | 96.3% | 97.2% |
| English Learners | 86.5% | 84.9% |
| Students with Disabilities | ❖ | 75.1% |
| African American | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ |
| Asian | 95.5% | 95.7% |
| Filipino | ❖ | ❖ |
| Hispanic or Latino | 93.5% | 93.3% |
| Pacific Islander | ❖ | ❖ |
| White | ❖ | 98.1% |

❖ 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.

Courses for UC/CSU Admission (2007-08)

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission

07-08

| | |
|---------------------------------------------------------------------------------|-------|
| Percentage of Students Enrolled in Courses Required for UC/CSU Admission | 70.0% |
| Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission | 34.6% |

California High School Exit Exam Results for All Students: Three-Year Comparison

This table displays the percentage of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

| Percentage of Students Scoring At Proficient or Advanced Levels | | | | | | |
|-----------------------------------------------------------------|-----------------------|-------|-------|-------------|-------|-------|
| | English-Language Arts | | | Mathematics | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| School | 54.2% | 57.4% | 53.2% | 66.6% | 66.3% | 65.4% |
| District | 51.1% | 59.0% | 54.3% | 61.4% | 62.4% | 62.3% |
| California | 48.6% | 52.9% | 52.0% | 49.9% | 51.3% | 53.3% |

California High School Exit Exam Results by Student Group: English-Language Arts (2008-09)

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

| Percentage of Students Achieving At Each Performance Level | | | |
|------------------------------------------------------------|-----------------------|------------|----------|
| Group | English-Language Arts | | |
| | Not Proficient | Proficient | Advanced |
| All Students | 46.8% | 29.4% | 23.8% |
| Male | 58.7% | 24.8% | 16.5% |
| Female | 35.1% | 33.9% | 31.0% |
| Socioeconomically Disadvantaged | 51.5% | 28.2% | 20.2% |
| English Learners | 71.2% | 24.0% | 4.7% |
| Students with Disabilities | 93.3% | 6.7% | 0.0% |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ |
| African American | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | 36.3% | 33.9% | 29.8% |
| Filipino | ❖ | ❖ | ❖ |
| Hispanic or Latino | 62.2% | 24.4% | 13.5% |
| Pacific Islander | ❖ | ❖ | ❖ |
| White | 34.4% | 31.2% | 34.4% |

❖ 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.

California High School Exit Exam Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English-language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

California High School Exit Exam Results by Student Group: Mathematics (2008-09)

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

| Percentage of Students Achieving At Each Performance Level | | | |
|------------------------------------------------------------|----------------|------------|----------|
| Group | Mathematics | | |
| | Not Proficient | Proficient | Advanced |
| All Students | 34.6% | 39.8% | 25.6% |
| Male | 35.1% | 41.3% | 23.6% |
| Female | 34.1% | 38.2% | 27.6% |
| Socioeconomically Disadvantaged | 37.3% | 39.8% | 22.9% |
| English Learners | 49.1% | 36.8% | 14.1% |
| Students with Disabilities | 77.4% | 22.6% | 0.0% |
| Students Receiving Migrant Education Services | ❖ | ❖ | ❖ |
| African American | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ |
| Asian | 15.7% | 43.5% | 40.7% |
| Filipino | ❖ | ❖ | ❖ |
| Hispanic or Latino | 58.8% | 35.1% | 6.2% |
| Pacific Islander | ❖ | ❖ | ❖ |
| White | 31.2% | 40.6% | 28.1% |

❖ 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.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

| | Graduate and Dropout Rates | | | | | | | | |
|---------------------|----------------------------|-------|-------|----------|-------|-------|------------|-------|-------|
| | School | | | District | | | California | | |
| | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 | 05-06 | 06-07 | 07-08 |
| Graduation Rate | 94.7% | 94.9% | 92.9% | 95.8% | 95.7% | 92.4% | 83.4% | 80.6% | 80.2% |
| 1-year Dropout Rate | 0.1% | 0.9% | 1.6% | 0.8% | 1.2% | 1.6% | 3.5% | 4.4% | 3.9% |

Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2008-09 school year, 5.5% of the school's students were enrolled in a total of 11 AP courses offered.

| Advanced Placement Courses | |
|----------------------------|---|
| Computer Science | 0 |
| English | 1 |
| Fine and Performing Arts | 0 |
| Foreign Language | 2 |
| Mathematics | 1 |
| Science | 3 |
| Social Science | 4 |

Career Technical Education Programs

Career Technical Education (CTE) in the Garden Grove Unified School District is aligned with state-adopted standards in which teachers follow model curriculum standards by establishing courses and programs of study designed to fortify the academic, career, and technical skills of participating students. Regional Occupational Program (ROP) courses and student data will become an integral part of the 2009-10 CTE data collection to be included in the 2009-10 Carl Perkins Plan for career technical education. Career technical education students are earning college credits in some of their designated high school classes as part of an agreement between both institutions.

Support for the core academic courses, especially English-language arts, math, and science, has been the emphasis for all newly designed curriculum in CTE. These courses offer a highly technical vocabulary that will help students with reading and English-language arts now and in the future. STEM (Science, Technology, English, and Math) courses are being added with a focus on the environmental impact of these courses. "Green technology" is not just a popular phrase, but offers the components for course development to ensure our students and the state are competitive in a global economy.

The current economic impact of "green technology" has created a growth industry in California that may help the state out of the current recession. The National Science Foundation has been involved in grants for rapid technology, robotics, and green technologies that use computerized design with very little waste. At Rancho Alamitos and Los Amigos high schools engineering and design pathways have been established using robotics, video game design, and autocad courses to create a foundation for engineering. In all of these programs, female students are being actively recruited and encouraged to participate as a gender-equity initiative.

Listed below are the CTE and ROP classes offered at the school.

- Child Understanding and Observation
- Child Development (UC)
- Fashion Technology
- The Art of Animation (UC)
- Accounting
- Welding
- Foods
- Adult Living
- Introduction to Technology (Architecture, Design, CAD)
- CSI (Crime Scene Investigation)
- Computer Graphics
- Computer Applications
- Computer Repair
- Woods
- Construction
- Business and Personal Law
- Marketing
- Introduction to Business

Career Technical Education Participation

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

| Career Technical Education Program Participation (2008-09) | |
|--------------------------------------------------------------------------------------------------------------------------|--------|
| | School |
| Number of Pupils in Grades 9-12 Participating in CTE | 528 |
| Number of Grade 12 Completers | 11 |
| Percentage of Pupils in Grade 12 Who Complete a CTE Program and Earn a High School Diploma | 73% |
| Percentage of CTE Courses That Are Sequenced or Articulated Between a School and Institutions of Postsecondary Education | 25% |

Career Technical Advisory Committee

In support of CTE programs, the district holds career technical advisory committee meetings with representatives from the following professions and businesses:

- Veterinary, pet shop, and animal care providers
- Banking and financial service companies
- Merchandising and specialty retailers
- Restaurant and hotel managers and owners
- Catering
- Chefs
- Global marketing companies
- Customer service representatives
- Certified public accountants
- Small businesses and entrepreneurship
- Medical service providers
- Emergency medical technicians
- Medical office personnel
- Preschool and child care providers
- Computer technicians
- Network and server technicians
- Judges
- Attorneys
- Engineers
- Representatives from police and fire departments
- Television and video production professionals

The district CTE/ROP director is the primary representative on this committee.



Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2008-09)

| No Child Left Behind Compliant Teachers | | |
|-----------------------------------------|----------------------------------------------|---------------------------------------|
| | Percent of Classes In Core Academic Subjects | |
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| School | 98.8% | 1.2% |
| All Schools in District | 98.1% | 1.9% |
| High-Poverty Schools in District | 98.7% | 1.3% |
| Low-Poverty Schools in District | 97.4% | 2.6% |

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

The table below displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the California Department of Education's website at <http://dq.cde.ca.gov/dataquest/>.

| Teacher Credential Information | | | | |
|---------------------------------------------|----------|--------|-------|-------|
| | District | School | | |
| Teachers | 08-09 | 06-07 | 07-08 | 08-09 |
| With Full Credential | 2142 | 65 | 70 | 77 |
| Without Full Credential | 46 | 0 | 1 | 5 |
| Teaching Outside Subject Area of Competence | | 8 | 6 | 3 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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) at the school. Total teacher misassignments include the number of misassignments of teachers of English learners.

| Teacher Misassignments and Vacant Teacher Positions | | | |
|-----------------------------------------------------|--------|-------|-------|
| | School | | |
| | 07-08 | 08-09 | 09-10 |
| Teacher Misassignments of English Learners | 7 | 0 | 0 |
| Total Teacher Misassignments | 7 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the California Department of Education's website at www.cde.ca.gov/nclb/sr/tq/.

Academic Counselors

| Academic Counselors | |
|------------------------------------------|--------|
| Number of Academic Counselors (FTE) | 4 |
| Ratio of Students Per Academic Counselor | 496.25 |

Supplemental Counselors

The district staffs nine supplemental counselors at secondary schools to provide intensive support for students who have failed or are at risk of failing the High School Exit Exam, as well as for students who are at risk of not graduating due to insufficient credits.

2007-08 District Financial Information

| District Salary Information | | |
|----------------------------------------------|-----------|-------------------------------------------|
| Range | District | State Average for Similar Sized Districts |
| Beginning Teacher Salary | \$49,211 | \$42,065 |
| Mid-Range Teacher Salary | \$79,650 | \$67,109 |
| Highest Teacher Salary | \$96,130 | \$86,293 |
| Average Principal Salary (Elementary School) | \$111,318 | \$107,115 |
| Average Principal Salary (Middle School) | \$113,047 | \$112,279 |
| Average Principal Salary (High School) | \$133,517 | \$122,532 |
| Superintendent Salary | \$250,664 | \$216,356 |
| % of Budget for Teacher Salaries | 41.50% | 39.40% |
| % of Budget for Administrative Salaries | 4.20% | 5.50% |

District Financial Information

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.

2007-08 School Financial Information

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 Information | |
|--------------------------------------------------|----------|
| | School |
| Total Expenditures Per Pupil | \$8,203 |
| Expenditures Per Pupil from Restricted Sources | \$2,639 |
| Expenditures Per Pupil from Unrestricted Sources | \$5,563 |
| Average Teacher Salary | \$78,683 |

2007-08 Financial Information Comparison

The following 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 information.

| Financial Information Comparison | | |
|--------------------------------------------|--------------------------------------------------|------------------------|
| | Expenditures Per Pupil from Unrestricted Sources | Average Teacher Salary |
| School | \$5,563 | \$78,683 |
| District | \$5,508 | \$77,535 |
| California | \$5,512 | \$67,049 |
| % Difference Between School and District | +0.99% | +1.46% |
| % Difference Between School and California | +0.92% | +14.79% |

Financial Information Note: The financial information displayed in the SARC is from the 2007-08 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



SARC: For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.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*.

All information accurate as of December 2009.