SARC 2024-25 School Accountability Report Card
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Irvine Intermediate School

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Grades 7-8 ▪ CDS Code 30-66522-6028476

Garden Grove Unified School District

10331 Stanford Avenue Garden Grove, CA 92840 ▪ www.ggusd.us
Gabriela Mafi, Ed.D., Superintendent ▪ gmafi@ggusd.us ▪ (714) 663-6000

School Description

Irvine Intermediate School is one of nearly 70 schools in the Garden Grove Unified School District and serves students in grades 7-8 from the cities of Garden Grove, Westminster and Santa Ana. Strong leadership is essential in a quality school and is provided at Irvine Intermediate School by Holly Jefferson, the principal, a professional educator for 29 years. She was appointed principal of Irvine Intermediate School in 2022.

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 are involved throughout the school year in the School Site Council, English Language Advisory Committee, AVID (Advancement Via Individual Determination) Parent Nights, Parent education, and district- and school-sponsored parent-education opportunities. Each year we have a Back-to-School Night to introduce parents to the academic expectations for the school year. During the spring, we have a Community Open House event where we showcase student achievements. The instrumental, choral and drama students provide the entertainment, and food is in abundance as staff, students and community members visit.

For more information on how to become involved at the school, please contact Kathy Pham, School Site Council chairperson, at (714) 663-6551.

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, the counselor and noon duty supervisors.

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 2025 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.

The district has adopted the Standard Response Protocol from the "I Love U Guys" Foundation to streamline terminology and protocols used in emergency situations. Standard Response Protocol includes four clearly-defined actions to take in an emergency situation including Secure, Lockdown, Evacuate and Shelter—each with specific actions for students and adults to take.

In the spring of the 2024–25 school year, the district distributed emergency school lockdown kits, ensuring that every classroom is equipped to manage situations that may require students and staff to remain safely confined for extended periods.

The district has expanded the placement of Automated External Defibrillators (AEDs) to all remaining elementary school sites and other district facilities that previously did not have a unit. This initiative enhances our preparedness for emergency situations, ensuring that staff and students have timely access to life-saving equipment in the event of a cardiac emergency. The addition of the AEDs reflects the district's ongoing commitment to safety and proactive emergency response planning.

As part of the district's ongoing commitment to safety, a districtwide rollout of SB 553—Workplace Violence Prevention Plan training—was conducted. This training, approximately six minutes in duration, is designed to educate all staff on strategies to prevent workplace violence and to ensure awareness of proper reporting procedures. The training was integrated into our annual notification and trainings requirements, reinforcing the district's proactive approach to maintaining a safe and secure working environment for all employees.

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.

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.

Governing Board

Lan Quoc Nguyen, President

Bob Harden, Vice President

Teri Rocco, Trustee Member

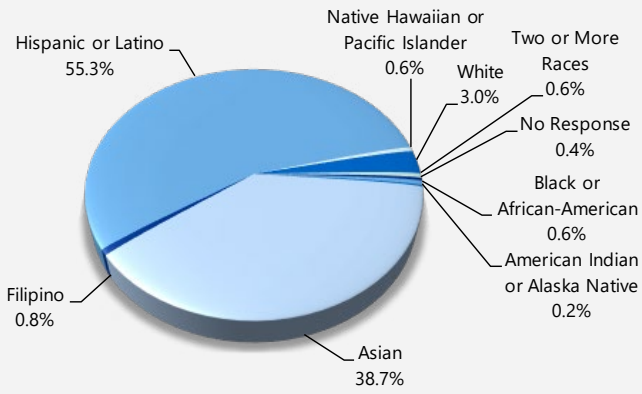
Dina Nugyen, Trustee Member

Walter Muneton, Trustee Member

Enrollment by Student Group

The total enrollment at the school was 532 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



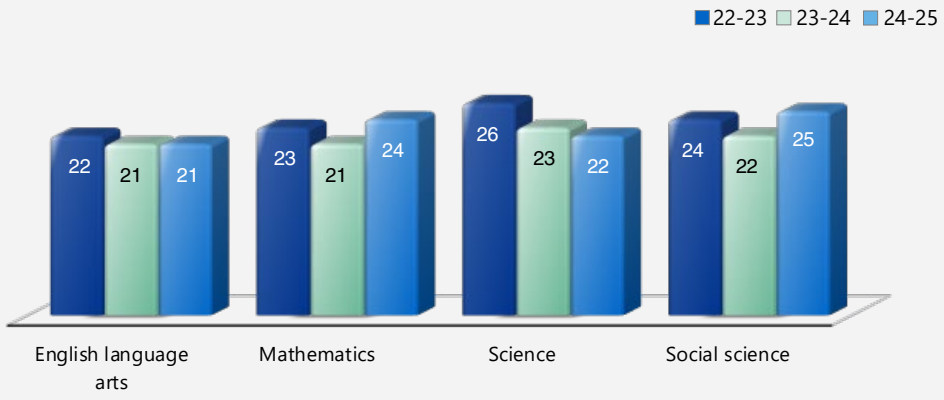
Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	50.80%
Male	49.20%
Non-Binary	0.00%
English Learners	30.10%
Foster Youth	0.40%
Homeless	2.60%
Migrant	0.00%
Socioeconomically Disadvantaged	89.30%
Students with Disabilities	15.40%

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)



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade

Number of Classrooms by Size (Three-Year Data)

Subject	2022-23			2023-24			2024-25		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	11	24	2	17	17		14	20	
Mathematics	5	20		12	11		4	16	
Science	2	15		7	8	1	7	9	
Social science	3	14	1	6	11		2	12	

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.

Suspension and Expulsion Rates (Three-Year Data)

	Irvine IS			Garden Grove USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	11.00%	7.70%	4.40%	3.30%	2.50%	2.70%	3.60%	3.30%	2.90%
Expulsion rates	0.50%	0.00%	0.40%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.40%	0.40%
Female	1.40%	0.00%
Male	7.50%	0.70%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	5.10%	0.90%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.90%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	11.80%	0.00%
English Learners	7.90%	1.10%
Foster Youth	0.00%	0.00%
Homeless	10.70%	0.00%
Socioeconomically Disadvantaged	4.40%	0.40%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.40%	0.00%

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.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2023-24	At least four days before the school year and one day during the school year for HS only
2024-25	At least four days before the school year and one day during the school year for HS only
2025-26	At least four days before the school year and one day during the school year for HS only

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 (2024-25 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
7	98.94%	99.65%	99.65%	99.65%	99.29%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	563	557	71	12.70%
Female	284	281	39	13.90%
Male	279	276	32	11.60%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	218	214	7	3.30%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	310	308	59	19.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	17	17	3	17.60%
English Learners	178	175	33	18.90%
Foster Youth	❖	❖	❖	❖
Homeless	28	28	11	39.30%
Socioeconomically Disadvantaged	503	497	68	13.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	92	92	25	27.20%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

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:

- Advanced Via Individual Determination (AVID)
- Extended Day and Year Programs:
  - After School Intervention Classes
  - After School English Language Development Classes
- Special Education
- Title I
- Boys and Girls Clubs of Garden Grove After School Education and Safety Program (ASES)

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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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).

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)

	Irvine IS		Garden Grove USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
Science	45.98%	47.03%	38.27%	40.82%	30.73%	32.33%

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)

	Irvine IS		Garden Grove USD		California	
Subject	**23-24**	**24-25**	**23-24**	**24-25**	**23-24**	**24-25**
English language arts/literacy	59%	58%	59%	59%	46%	48%
Mathematics	47%	49%	48%	50%	34%	37%

CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 (grade 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	250	248	99.20%	0.80%	47.03%
Female	128	128	100.00%	0.00%	44.53%
Male	122	120	98.36%	1.64%	46.22%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	93	91	97.85%	2.15%	70.33%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	141	141	100.00%	0.00%	27.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	71	69	97.18%	2.82%	7.25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	150	149	99.33%	0.67%	43.24%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	37	100.00%	0.00%	8.33%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results by Student Group: English Language Arts (grades 7-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	537	527	98.14%	1.86%	57.79%
Female	268	266	99.25%	0.75%	63.16%
Male	269	261	97.03%	2.97%	52.31%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	210	206	98.10%	1.90%	77.67%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	292	287	98.29%	1.71%	43.01%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	16	16	100.00%	0.00%	56.25%
English Learners	156	149	95.51%	4.49%	16.89%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	318	311	97.80%	2.20%	54.19%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	85	82	96.47%	3.53%	10.98%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results by Student Group: Mathematics (grades 7-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	536	528	98.51%	1.49%	49.43%
Female	268	265	98.88%	1.12%	49.81%
Male	268	263	98.13%	1.87%	49.05%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	210	208	99.05%	0.95%	72.12%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	291	286	98.28%	1.72%	32.87%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	16	16	100.00%	0.00%	43.75%
English Learners	156	152	97.44%	2.56%	16.45%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	318	312	98.11%	1.89%	43.59%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	85	81	95.29%	4.71%	6.17%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

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 (2025-26 School Year)

Subject	Textbook	Adopted
English language arts	CA Collections, Houghton Mifflin Harcourt	2016-17
Math 7	Houghton Mifflin Harcourt	2015-16
Math 8	Houghton Mifflin Harcourt	2015-16
Math: Algebra 1	McGraw-Hill	2015-16
Math: Geometry	McGraw-Hill	2015-16
Math: All other courses	McGraw Hill	2015-16
History/social science	Impact, McGraw Hill	2019-20
Science	McGraw Hill California Inspire	2020-21
Visual and performing arts	---	2007-08
World language	Spanish: Pearson; Heritage Spanish: McGraw Hill	2017-18
Health	Goodheart-Wilcox (Supplemental to Science)	2022-23

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

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

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.

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

2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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

2025-26 School Year	
Data collection date	9/2/2025

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 (2025-26 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	6/10/2025

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.

Irvine Intermediate School was built in 1957. The school has 29 permanent classrooms and four portable classrooms in use on the campus. The school also has a multipurpose room, library, physical education locker room, teachers' lounge, kitchen and office.

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.

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School Facilities

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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.

All GGUSD sites are currently being outfitted with Solar Panels. Project completion is forecast as late spring 2026. 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 (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)	23.9	82.5%	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)	4.1	14.3%	67.7	4.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.6%	15.4	0.9%	11,953.1	4.3%
Unknown	0.4	1.5%	170.3	10.0%	15,831.9	5.7%
Total Teaching Positions	29.0	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)	22.9	77.9%	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)	0.0	0.3%	21.8	1.3%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.0	17.2%	81.3	4.7%	11,746.9	4.2%
Unknown	1.3	4.6%	172.5	10.0%	14,303.8	5.2%
Total Teaching Positions	29.4	100.0%	1,724.7	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	20.7	74.7%	1,519.0	87.60%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.00%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.6%	37.2	2.20%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.8	21.0%	61.8	3.60%	12,112.8	4.3%
Unknown	1.0	3.6%	116.6	6.70%	13,705.8	4.9%
Total Teaching Positions	27.7	100.0%	1,734.8	100.00%	278,927.1	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 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	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	0.0
Misassignments	4.1	0.0	0.1
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	4.1	0.0	0.1

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	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.3	0.0	0.0
Local Assignment Options	0.1	5.0	5.8
Total Out-of-Field Teachers	0.4	5.0	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	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.0%	4.4%	0.0%
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 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

2024-25 School Year	
	Ratio
Pupils to Academic counselors	578:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	1.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

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 (2023-24 Fiscal Year)

	Garden Grove USD	Similar Sized District
Beginning teacher salary	$71,786	$60,862
Midrange teacher salary	$116,192	$93,575
Highest teacher salary	$140,232	$125,548
Average elementary school principal salary	$178,781	$157,644
Average middle school principal salary	$180,997	$165,340
Average high school principal salary	$214,938	$182,579
Superintendent salary	$366,936	$357,064
Teacher salaries: percentage of budget	29.38%	30.36%
Administrative salaries: percentage of budget	3.73%	4.88%

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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Irvine IS	$11,324	$118,563
Garden Grove USD	$11,535	$114,131
California	$11,146	$100,333
School and district: percentage difference	-1.8%	+3.9%
School and California: percentage difference	+1.6%	+18.2%

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	
2023-24 Fiscal Year	
Total expenditures per pupil	$20,568
Expenditures per pupil from restricted sources	$9,244
Expenditures per pupil from unrestricted sources	$11,324
Annual average teacher salary	$118,563

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 contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 2025.