

Lindhurst High School

4446 Olive Dr. • Olivehurst, CA 95961 • (530) 741-6150 • Grades 9-12

Bob Eckardt, Principal

beckardt@mjuds.com

mjudslindhurst.ss4.sharpschool.com/

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjuds.com

District Governing Board

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District Administration

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School Description

Lindhurst High School develops motivated students who make informed decisions, celebrate achievement, live responsibly and value diversity.

Respectful

Welcome, tolerant and governed by high expectations of behavior and integrity.

Engaged

Participate in school and community activities within and beyond the high school setting. Teachers provide and students demand rigorous curriculum which prepares all for the future demands of college and career.

Prepared

Produce meaningful samples of work that demonstrate their ability to reason, analyze, and think critically.

Identify present and future needs and make choices that will challenge them individually.

Reflective and resilient in their pursuit of personal goals.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Professional Development provided for Teachers

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, certificated staff members must be continuously engaged in learning and improving their skills through deep professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (530) 741-6150 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	326
Grade 10	301
Grade 11	269
Grade 12	221
Total Enrollment	1,117

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	2.1
Asian	15
Filipino	0.7
Hispanic or Latino	49.4
Native Hawaiian or Pacific Islander	0.3
White	26.2
Two or More Races	1.7
Socioeconomically Disadvantaged	89.5
English Learners	22.7
Students with Disabilities	15.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Lindhurst High School	13-14	14-15	15-16
With Full Credential	52	53	50
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	354
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lindhurst High School	13-14	14-15	15-16
Teachers of English Learners	0	2	1
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	2	0	2

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.0	7.0
Districtwide		
All Schools	95.6	4.4
High-Poverty Schools	95.6	4.5
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Language of Literature, McDougal Littell (2005) Timeless Voices and Timeless Themes, Prentice Hall (2001) The Language of Composition, Bedford (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Integrated Math I, II, III, Carnegie Learning (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology, McDougal Littell (2007) Physics, Holt, Rinehart, and Winston (2007) Physical Science, Holt, Rinehart, and Winston (2007) Life Science, Holt, Rinehart, and Winston (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	US History, CA Edition, Prentice Hall (2007) MacGruder's American Government, Prentice Hall (2006) World History: The Modern World, Prentice Hall (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Avancemos!, Holt McDougal (2013) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	The Marysville Joint Unified School District Board of Trustees has voted to approve a standard for equipping our science labs with adequate equipment and materials.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	HVAC replacement in process.
Interior: Interior Surfaces			X	Needs painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Many roof leaks. Dry rot on siding.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Needs grass and trees removed.
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	46	30	44
Math	14	21	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	38	43	32	48	48	47	59	60	56

* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.90	26.00	26.40

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	32
Male	35
Female	27
Black or African American	6
American Indian or Alaska Native	--
Asian	23
Filipino	--
Hispanic or Latino	32
Native Hawaiian or Pacific	--
White	41
Two or More Races	--
Socioeconomically Disadvantaged	8
English Learners	9
Students with Disabilities	28
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	247	238	96.4	23	31	39	7
Male	11	247	113	45.7	26	31	38	4
Female	11	247	125	50.6	21	30	40	9
Black or African American	11	247	9	3.6	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	11	247	3	1.2	--	--	--	--
Asian	11	247	39	15.8	15	36	38	10
Filipino	11	247	1	0.4	--	--	--	--
Hispanic or Latino	11	247	130	52.6	25	29	41	5
Native Hawaiian or Pacific Islander	11	247	2	0.8	--	--	--	--
White	11	247	49	19.8	29	31	33	8
Two or More Races	11	247	4	1.6	--	--	--	--
Socioeconomically Disadvantaged	11	247	202	81.8	24	31	38	6
Students with Disabilities	11	247	35	14.2	66	26	6	0
Students Receiving Migrant Education Services	11	247	4	1.6	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	247	235	95.1	57	26	13	2
Male	11	247	111	44.9	58	26	11	4
Female	11	247	124	50.2	57	27	15	0
Black or African American	11	247	9	3.6	--	--	--	--
American Indian or Alaska Native	11	247	3	1.2	--	--	--	--
Asian	11	247	39	15.8	38	41	15	5
Filipino	11	247	1	0.4	--	--	--	--
Hispanic or Latino	11	247	130	52.6	65	18	15	1
Native Hawaiian or Pacific Islander	11	247	2	0.8	--	--	--	--
White	11	247	47	19.0	60	30	9	2
Two or More Races	11	247	3	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	247	200	81.0	58	26	14	2
Students with Disabilities	11	247	34	13.8	85	9	0	0
Students Receiving Migrant Education Services	11	247	4	1.6	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent involvement coordinator: Christine Valhdick (530) 741-6150 ext 2505

Parents are involved in all aspects of the school from interventions to supervision. They are members of the School Site Council, Parent Teacher Student Association, Athletic Boosters, Student Study Teams, Bilingual Parent Advisory, Accreditation Teams, ROP Agriculture Advisory Board, ROP Business Advisory Board, Parent Summit, and Title VII Parent Education. They also help develop their child's four-year career portfolio. The school has also initiated a number of questionnaires requesting parent input and involvement and holds monthly "coffee with the Principal" as another avenue for parents to have direct access to the school administration.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The plan includes the following major elements: safe school goals, school crime assessment, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, teacher safety, sexual harassment policy, district tobacco policy - safe school drug and tobacco education, dress code, safety standards for arrival and departure, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	19.22	14.86	10.06
Expulsions Rate	2.14	1.53	0.87
District	2012-13	2013-14	2014-15
Suspensions Rate	10.90	9.33	8.43
Expulsions Rate	0.64	0.56	0.56
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	72.7	

Average Class Size and Class Size Distribution (Secondary)

Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	23	22	22	29	26	24	15	20	18	15	7	10
Math	25	23	26	16	21	11	18	14	26	10	11	7
Science	24	23	24	14	17	14	22	25	27	6	5	6
SS	23	23	25	16	15	10	13	12	11	8	11	16

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist	.75
Other	1.20
Average Number of Students per Staff Member	
Academic Counselor	281

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,063	\$42,315
Mid-Range Teacher Salary	\$61,403	\$66,451
Highest Teacher Salary	\$88,480	\$85,603
Average Principal Salary (ES)	\$105,478	\$105,079
Average Principal Salary (MS)	\$108,050	\$111,005
Average Principal Salary (HS)	\$123,452	\$121,310
Superintendent Salary	\$168,000	\$189,899
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,211	\$2,164	\$6,046	\$65,293
District	♦	♦	\$5,533	\$64,386
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			9.3	1.4
Percent Difference: School Site/ State			13.1	-5.7

* Cells with ♦ do not require data.

Types of Services Funded

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not performing at grade level.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	27	18	51	36	13
All Students at the School	62	26	11	56	36	9
Male	68	24	8	51	43	6
Female	56	29	15	62	27	12
Black or African American	75	19	6	71	29	
Asian	73	14	14	50	41	9
Hispanic or Latino	63	23	14	57	34	10
White	58	31	11	59	31	10
Socioeconomically Disadvantaged	64	25	10	56	36	8
English Learners	91	7	1	74	26	
Students with Disabilities	98	2		95	5	

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Lindhurst High School	2012-13	2013-14	2014-15
English-Language Arts	32	31	38
Mathematics	44	45	44
Marysville Joint Unified School District	2012-13	2013-14	2014-15
English-Language Arts	44	27	30
Mathematics	49	31	31
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lindhurst High School	2011-12	2012-13	2013-14
Dropout Rate	3.90	4.60	6.90
Graduation Rate	91.79	91.98	90.69
Marysville Joint Unified School District	2011-12	2012-13	2013-14
Dropout Rate	13.70	12.30	11.60
Graduation Rate	76.90	79.72	79.56
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	676
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	46%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	90.64	92.59	84.6
Black or African American	100	76.19	76
American Indian or Alaska Native	100	103.57	78.07
Asian	104.88	107.27	92.62
Filipino			96.49
Hispanic or Latino	88.57	87.6	81.28
Native Hawaiian/Pacific Islander	100	133.33	83.58
White	81.63	93.39	89.93
Two or More Races		83.33	82.8
Socioeconomically Disadvantaged	65	77.78	61.28
English Learners	68.18	64.63	50.76
Students with Disabilities	90.12	89.23	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.72
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.61

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	19	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science	1	♦
Social Science	1	♦
All courses	22	3.0

* Where there are student course enrollments.

Career Technical Education Programs

Teaching career related skills and attitudes is a key component of the educational foundation in the Marysville Joint Unified School District. A myriad of CTE classes create real world learning situations for students where hands-on lessons are presented in the context of a working environment. Tri-County ROP works in conjunction with Lindhurst High School to expand CTE offerings for our students. The MJUSD Career Technical Education Advisory Committee consists of representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration and the field office of the Employment Development Department.