

Lindhurst High School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Marysville Joint Unified School District

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Superintendent
Gay Todd, Ed.D.

Board of Trustees



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 and 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 principal or the district office.

School Description and Mission Statement

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

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.

Student Enrollment

| Student Enrollment by Grade Level | |
|-----------------------------------|--------------------|
| Grade Level | Number of Students |
| 9 | 302 |
| 10 | 320 |
| 11 | 251 |
| 12 | 249 |
| Total Enrollment | 1,122 |

| Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 4 |
| American Indian or Alaska Native | 2 |
| Asian | 14.3 |
| Filipino | 1 |
| Hispanic or Latino | 52.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 24 |
| Two or More Races | 1.7 |
| Socioeconomically Disadvantaged | 85.6 |
| English Learners | 24.2 |
| Students with Disabilities | 14.1 |
| Foster Youth | 0.4 |

School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 | | | | | | |
|----------------------------|---------|---------|---------|----------|---------|---------|
| Rate | School | | | District | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 14.9 | 10.1 | 10.5 | 9.3 | 8.4 | 7.6 |
| Expulsions | 1.5 | 0.9 | 0.9 | 0.6 | 0.6 | 0.5 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facilities

School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Month and year in which data were collected: September 9, 2016

Over the past years Lindhurst High School has seen tremendous work and improvements of its facilities. To date the following items have been completed:

A new shade structure was installed in the quad
 new HVAC for both C building and H building
 Replaced and upgraded all underground gas lines
 Replaced all old concrete in the quad and surrounding the buildings 57,000 sq ft
 New landscaping through out the campus
 Three upgraded CTE classroom, culinary arts, live media production studio, Welding bays

Currently a new HVAC system is being installed for the gym and H building

School Facility Good Repair Status

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | |
| Interior: Interior Surfaces | | X | | | |
| 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 | | | Siding was repaired on the north east portables and the buildings were painted. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | | | X | Ramps and railings were brought up to meet ADA compliance on portables on the north side of the campus. Trip hazards on ramps were repaired. Gym fencing and gate were repaired. |
| Overall Rating | | X | | | |

Teachers

| Teacher Credentials | | | |
|------------------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| With Full Credential | 53 | 50 | 50 |
| Without Full Credential | 1 | 2 | 3 |
| Outside Subject Area of Competence | 0 | 0 | 0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| With Full Credential | ♦ | ♦ | 383 |
| Without Full Credential | ♦ | ♦ | 9 |

| Teacher Misassignments | | | |
|------------------------------|---------|---------|---------|
| Indicator | 2014-15 | 2015-16 | 2016-17 |
| Teachers of English Learners | 2 | 1 | 3 |
| Total Teacher Misassignments | 1 | 0 | 0 |
| Vacant Teacher Positions | 0 | 2 | 1 |

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/ta/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 92.7 | 7.3 |
| District | | |
| All Schools | 96.7 | 3.3 |
| High-Poverty Schools | 96.7 | 3.3 |
| 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 25 percent or less in the free and reduced price meals program.

Support Staff

| Academic Counselors and Other Support Staff | | |
|---|----------------------------------|---|
| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
| Academic Counselor | 4 | 281 |
| 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 (non-teaching) | .75 | --- |
| Other | 1.20 | --- |

* 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.

Data and Access

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 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).

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

Curriculum and Instructional Materials**Quality, Currency, Availability of Textbooks and Instructional Materials**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

K-8 "State-adopted" instructional materials are those instructional resources which the SBE has formally "adopted" for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Month and year in which data were collected: September 2016

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------------|---|
| Reading/Language Arts | McDougal Littell, Language of Literature (2005) Prentice Hall, Literature Timeless Voices and Timeless Themes (2001) Bedford-St. Martin's, Literature & Composition (2015) Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Worth Publishers, Hollywood Goes to High School (2015) Bedford- St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Worth Publishers, Hollywood Goes to High School (2015) | Yes | 0% |
| Mathematics | Addison Wesley, Pre-Calculus (2003) Pearson, Precalculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) Prentice Hall, Calculus (2003) Carnegie Learning, Integrated Math I, II, &III (2014) | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|----------------------------------|---|
| Science | Holt, Rinehart, and Winston, Physical Science (2007) Prentice Hall, Earth Science (Geo Science) (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Life Science (2007) McDougal Littell, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Physics (2007) Holt, Rinehart, and Winston, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Cengage Learning, Managing Our Natural Resources – 5th Edition (2014) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Pearson Prentice Hall, Introduction to Livestock and Companion Animals (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals - 5th Edition (2015) Pearson, Engineering ENGR 10 (2015) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Pearson, Technology Skills for Success (2015) Course Technology, New Perspectives HTML and CSS 6th Edition (2016) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016) | Yes | 0% |
| History-Social Science | Steck-Vaughn, Geography of the US (1984) Prentice Hall, US History (CA) (2007) Prentice Hall, Macgruder’s American Government (2006) Prentice Hall, Government in America (2006) Prentice Hall, Economics: Principles in Action (2006) Prentice Hall, World History: The Modern World (2006) Glencoe McGraw Hill, Civics Responsibilities and Citizenship (1996) | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | 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 Finances

| Expenditures Per Pupil and School Site Teacher Salaries (FY 2014-15) | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$9,048 | \$2,698 | \$6,350 | \$67,899 |
| District | ♦ | ♦ | \$5,985 | \$66,963 |
| State | ♦ | ♦ | \$5,677 | \$71,517 |
| Percent Difference: School Site and District | | | 6.1 | 1.4 |
| Percent Difference: School Site and State | | | 11.9 | -5.1 |

* **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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds 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.

| Average Teacher and Administrative Salaries (FY 2014-15) | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher | \$44,786 | \$43,821 |
| Mid-Range Teacher | \$63,859 | \$69,131 |
| Highest Teacher | \$92,019 | \$89,259 |
| Average Principal (ES) | \$105,478 | \$108,566 |
| Average Principal (MS) | \$108,050 | \$115,375 |
| Average Principal (HS) | \$123,452 | \$125,650 |
| Superintendent | \$168,000 | \$198,772 |
| Percent of District Budget (FY 2014-15) | | |
| Teacher Salaries | 35% | 37% |
| Administrative Salaries | 6% | 6% |

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

Student Performance

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 46 | 39 | 30 | 32 | 44 | 48 |
| Math | 15 | 17 | 22 | 25 | 34 | 36 |

* 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 | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 43 | 32 | 34 | 48 | 47 | 45 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|---------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or |
| All Students | 293 | 277 | 94.5 | 34.3 |
| Male | 146 | 135 | 92.5 | 34.1 |
| Female | 147 | 142 | 96.6 | 34.5 |
| Black or African American | 13 | 12 | 92.3 | 25.0 |
| Asian | 38 | 36 | 94.7 | 38.9 |
| Hispanic or Latino | 155 | 152 | 98.1 | 28.3 |
| White | 70 | 61 | 87.1 | 42.6 |
| Socioeconomically Disadvantaged | 252 | 237 | 94.1 | 30.8 |
| English Learners | 71 | 66 | 93.0 | 4.6 |
| Students with Disabilities | 32 | 26 | 81.3 | 11.5 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded |
| All Students | 11 | 238 | 232 | 97.5 | 39.2 |
| Male | 11 | 131 | 129 | 98.5 | 36.4 |
| Female | 11 | 107 | 103 | 96.3 | 42.7 |
| Black or African American | 11 | 11 | 11 | 100.0 | 27.3 |
| Asian | 11 | 42 | 42 | 100.0 | 38.1 |
| Hispanic or Latino | 11 | 120 | 118 | 98.3 | 39.0 |
| White | 11 | 50 | 48 | 96.0 | 39.6 |
| Socioeconomically Disadvantaged | 11 | 196 | 192 | 98.0 | 38.5 |
| English Learners | 11 | 45 | 44 | 97.8 | 2.3 |
| Students with Disabilities | 11 | 36 | 32 | 88.9 | |

ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

**School Year 2015-16 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 Met or Exceeded |
| All Students | 11 | 238 | 231 | 97.1 | 16.9 |
| Male | 11 | 131 | 128 | 97.7 | 16.4 |
| Female | 11 | 107 | 103 | 96.3 | 17.5 |
| Black or African American | 11 | 11 | 11 | 100.0 | 18.2 |
| Asian | 11 | 42 | 42 | 100.0 | 19.1 |
| Hispanic or Latino | 11 | 120 | 118 | 98.3 | 16.1 |
| White | 11 | 50 | 47 | 94.0 | 17.0 |
| Socioeconomically Disadvantaged | 11 | 196 | 191 | 97.5 | 16.8 |
| English Learners | 11 | 45 | 44 | 97.8 | 2.3 |
| Students with Disabilities | 11 | 36 | 31 | 86.1 | |

Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 23.7 | 17.9 | 15.8 |

* 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.

* 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.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| 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 | | 15 |
| Percent of Schools Currently in Program Improvement | | 71.4 |

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

| Dropout Rate and Graduation Rate | | | |
|----------------------------------|---------|---------|---------|
| Indicator | School | | |
| | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate (1-year) | 4.60 | 6.90 | 2.30 |
| Graduation Rate | 91.98 | 90.69 | 94.50 |
| District | | | |
| Dropout Rate (1-year) | 12.30 | 11.60 | 8.30 |
| Graduation Rate | 79.72 | 79.56 | 84.02 |
| California | | | |
| Dropout Rate (1-year) | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 80.44 | 80.95 | 82.27 |

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2011 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 93 | 91 | 86 |
| Black or African American | 50 | 79 | 78 |
| American Indian or Alaska Native | 67 | 100 | 78 |
| Asian | 96 | 96 | 93 |
| Filipino | 100 | 100 | 93 |
| Hispanic or Latino | 100 | 92 | 83 |
| Native Hawaiian/Pacific Islander | 0 | 50 | 85 |
| White | 82 | 91 | 91 |
| Two or More Races | 0 | 75 | 89 |
| Socioeconomically Disadvantaged | 61 | 74 | 66 |
| English Learners | 98 | 81 | 54 |
| Students with Disabilities | 54 | 49 | 78 |

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Teaching career related skills and attitudes is a key component of the educational foundation in the Marysville Joint Unified School District. A myriad of career technical education (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.

Career Technical Education Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 873 |
| % of pupils completing a CTE program and earning a high school diploma | 100% |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education | 35% |

Courses for UC/CSU Admission (School Year 2009-10)

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Students Enrolled in Courses Required for UC/CSU Admission | 95.72 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 30.1 |

Advanced Placement Courses

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | | ◆ |
| English | 2 | ◆ |
| Fine and Performing Arts | | ◆ |
| Foreign Language | 1 | ◆ |
| Mathematics | | ◆ |
| Science | 2 | ◆ |
| Social Science | 3 | ◆ |
| All courses | 8 | 16.5 |