

South Lindhurst Continuation High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) 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.

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.

2021-22 School Contact Information

School Name	South Lindhurst Continuation High School
Street	4446 Olive Ave.
City, State, Zip	Olivehurst, CA 95961
Phone Number	(530) 749-6919
Principal	David Jones
Email Address	djones@mjuds.k12.ca.us
School Website	https://southlindhurst.mjuds.com/
County-District-School (CDS) Code	58-72736-5830096

2021-22 District Contact Information

District Name	Marysville Joint Unified School District
Phone Number	(530) 741-6000
Superintendent	Fal Asrani, Ed.D.
Email Address	fasrani@mjuds.com
District Website Address	www.mjuds.com

2021-22 School Overview

South Lindhurst High School serves Juniors and Seniors that are 16-19 years of age who are credit deficient or need a smaller learning environment. It is very important to our staff that all students feel valued and are provided the supports to achieve success.

Mission: South Lindhurst High School is a family where all students develop socially and academically. Our mission is to prepare all students to become respectful, responsible, and positive leaders that never give up.

Schoolwide Learner Outcomes For All:

ACHIEVEMENT

- o Mastery of standards based curriculum
- o Completing all required coursework
- o Meeting credit requirements toward graduation

CHARACTER

- o Increase attendance rate to 98%
- o Participation in extracurricular opportunities & community service
- o Positive decision making

TRANSITION

- o Identify personal talents and develop them into strengths
- o College and Career inventory, exploration, and preparation
- o Technology literacy

We are the Knights of South Lindhurst and we are always RESPECTFUL - RESPONSIBLE- POSITIVE and above all "We

2021-22 School Overview

Never Give Up"!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	6
Grade 12	84
Total Enrollment	90

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Asian	10
Black or African American	10
Hispanic or Latino	51.1
Two or More Races	2.2
White	25.6
English Learners	28.9
Foster Youth	2.2
Homeless	1.1
Socioeconomically Disadvantaged	81.1
Students with Disabilities	10

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table 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.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

K-8 “State-adopted” instructional materials are those instructional resources which the State Board of Education (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.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature, ©2016, Gr. 9-12, 5/9/2017 Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) ©2005, 6/23/2015</p> <p>Intervention Pearson, Inspire Literacy, iLit45, ©2018, 5/28/2019 Savvas (formerly known as Pearson), Inspire Literacy, iLit ELL, 6/16/2020 Edmentum online Exact Path</p> <p>Advanced Placement Bedford- St. Martin’s, Literature & Composition, AP, ©2011, 6/23/2015 Bedford- St. Martin’s, Conversations in American Literature: Language, Rhetoric, Culture, AP, ©2014, 7/28/2015 Bedford- St. Martin’s, 50 Essays: A Portable Anthology, AP, ©2011, 9/10/2013</p>	Yes	0%
Mathematics	<p>Addison Wesley, Pre-Calculus, 10/14/2003 Integrated Mathematics I, II, III: Big Ideas Learning, LLC, ©2016, 5/22/2018 Pearson Pre-calculus: Graphical, Numerical, Algebraic, Common Core, 9th edition, ©2015, 7/19/2016 Prentice Hall, Calculus, ©2003, 10/14/2003</p> <p>Intervention Edmentum online Exact Path</p> <p>Advanced Placement Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, 11/17/2015</p>	Yes	0%
Science	<p>Houghton Mifflin Harcourt, California Science Dimensions: The Living Earth, Gr. 9-12, ©2020, 6/16/2020 Houghton Mifflin Harcourt, California Science Dimensions: Chemistry in the Earth’s Systems, Gr. 9-12, ©2020, 6/16/2020 Houghton Mifflin Harcourt, California Science Dimensions: Physics in the Universe, Gr. 9-12, ©2020, 6/16/2020 Addison Wesley, The Cosmic Perspective, Plus Mastering Astronomy with, eText 7th Edition, Dual Enrollment YC, Introduction to Astronomy, ©2013, 1/26/2016</p>	Yes	0%

	<p>Cengage Learning, Agriscience Fundamentals and Applications, 5th Edition, ©2009, 2/24/2015 Course Technology, 6th edition, New Perspectives HTML and CCS, Dual Enrollment YC, Computer Science, Begging Web Publishing, ©2011, 1/26/2016 Delmar-Cengage Learning, Managing Our Natural Resources, 5th Edition, ©2009, 9/9/2014 Delmar-Cengage Learning, Florticulture: Designing & Merchandising, ©2011, 2/24/2015 Delmar-Cengage Learning, The Science of Agriculture: A Biological Approach, ©2012, 5/10/2016 Holt, Rhinehart and Winston, Environmental Science, ©1996, 4/13/2004 Pacemaker, Physical Science (Alternative Ed Only), ©2005, 5/23/2006 Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10, ©2013, 10/27/2015 Pearson, On Cooking: A Textbook of Culinary Fundamentals, 5th Edition, ©2015, 6/23/2015 Pearson, Technology Skills for Success, ©2014, 7/28/2015 Pearson: Prentice Hall Interstate, Livestock & Companion Animals, ©2004, 2/24/2015 Delmar-Cengage Learning, Soil Science & Management, 6th Edition, ©2014, 6/27/2017</p> <p>Advanced Placement Savvas (formerly Pearson) Environment the Science Behind the Stories, ©2021, 7/21/2020 Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry, 9th Edition, ©2014, 8/13/2013 Pearson, AP Edition, Campbell, Biology in Focus, AP, ©2014, 6/25/2013</p>		
History-Social Science	<p>World History: Pearson World History, The Modern World, ©2016, Gr. 9-12, 5/22/2018 US History: Pearson United States History, The Twentieth Century, ©2016, Gr. 9-12, 5/22/2018 Economics: Pearson Economics, Principles in Action, ©2016, Gr. 9-12, 5/22/2018 Civics: Pearson Magruder’s American Government, ©2016, Gr. 9-12, 5/22/2018</p>	Yes	0%
Foreign Language	<p>EMC Publishing, Somos Asis 2, 3, and 4, ©1994, 5/13/2014, 5/17/1994 Holt McDougal, ¡Avancemos! Spanish Course 1, 2, ©2013, 5/13/2014, 6/23/2015 Holt McDougal, ¡Avancemos! Spanish Course 3, ©2010, 5/13/2014, 9/13/2016 Holt McDougal, ¡Avancemos! Spanish Course 4, ©2013, 5/13/2014, 1/23/2018 Pearson, Abriendo Paso Temas y Lecturas/Gramatica, ©2013/14, 1/23/2018</p> <p>Advanced Placement Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016</p>	Yes	0%
Health	<p>Poor Richard’s Press, Positive Prevention Plus; Sexual Health Education for America’s Youth for High School, ©2018, 11/14/2017</p>	Yes	0%

	Globe Fearon Pearson Learning Group, Health, Pacemaker, ©2005, 3/12/2013 Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness, ©1994, 5/3/1994 Pearson, Health: The Basics, 13th Edition, ©2018, 1/23/2018		
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 Facility Conditions and Planned Improvements

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items. Evacuation maps have been posted. Buildings and Grounds is currently working on a long term plan for the larger deficiencies.

Year and month of the most recent FIT report 10/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles are torn and have holes. Wall paper is torn. Ceiling trim is missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Electrical cover is missing in ceiling. Surge protectors are daisy chained. Switch plate is broken. Light panel is out. A light bulb is out. Access to electrical panel is blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Sinks are not draining properly.
Safety: Fire Safety, Hazardous Materials		X		Evacuation maps are not posted. Access to fire extinguisher is blocked. Plug in candle warmer.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	42	33	78.57	21.43	18.18
Female	11	10	90.91	9.09	--
Male	31	23	74.19	25.81	17.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	13	86.67	13.33	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	14	77.78	22.22	21.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	28	77.78	22.22	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	41	29	70.73	29.27	0.00
Female	11	9	81.82	18.18	--
Male	30	20	66.67	33.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	10	71.43	28.57	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	14	77.78	22.22	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	25	71.43	28.57	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	8.20	N/A	15.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	63	62.38	37.62	8.20
Female	33	21	63.64	36.36	4.76
Male	68	42	61.76	38.24	10.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	54	33	61.11	38.89	9.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	19	63.33	36.67	5.56
English Learners	17	9	52.94	47.06	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	49	64.47	35.53	6.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

Preparing students for the rigors of life beyond a high school diploma is a focal point within all aspects of the South Lindhurst program. The flexible nature of our alternative program allows for time to be built within the daily schedule to ensure direct support and guidance to refine 21st Century Skills and college or career preparation. All students at South Lindhurst benefit from the following:

- *Built in Guidance Period every Monday with virtual Zoom's about post secondary options within local community
- *Built in workshops for every student on Wednesday's that focus on 21st Century Skills, Personal Finance, Life Skills, and College Success. Students complete 3 different workshops per quarter when in a traditional setting. Built in presentations virtually within distance learning.
- *Concurrent enrollment at LHS for CTE courses
- *Concurrent enrollment at Yuba College
- *Senior Capstone Graduation Requirement where every student completes a Resume, Cover Letter, Job Application, College Scholarship, FAFSA Application, 2 Year Post-Secondary Plan, Mock Interview
- *Senior Capstone Economics Course that includes: Taxes, Insurance, Personal Finance, Renting, Transportation
- *Quarterly Field trips to post-secondary options
- *Individual 4 Year Personal Academic Plans with transition goals. Meetings occur on campus individually when in a traditional schedule. Video recorded academic plan meetings are sent to each individual student each quarter by Counselor when in distance learning.
- *Full time Guidance Counselor for Academic guidance and preparation
- *Full time Secondary Student Support Specialist that provides intervention and support academically, social/emotional, and career guidance
- *Full time Outreach Consultant provides daily support to students and families. Student Study Team meetings occur for those students who continue to struggle despite site interventions. The goal is to remove all barriers so that all students can reach high levels of success.

CTE PATHWAYS:

Yuba College Administrative Justice Pathway: South Lindhurst has established a relationship with Yuba Community College to provide a 3 course model within Administrative Justice. The courses are built within the school day on our campus. This has removed the transportation and financial barrier that has prevented countless students from participating in the past.

*AJ10

*AJ19

*AJ30

Ornamental Horticulture: All Ag Horticulture classes are offered on site with our Ag Science teacher. The courses build upon one another and utilize our greenhouse, garden beds, in class instruction and labs.

*Landscape Ornamental Horticulture

*Advanced Ornamental Horticulture

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	131
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parental involvement and support is very important to our success in reaching our students and guiding them to a successful transition to college and/or career. We encourage all of our parents to get involved in our school and in their child's education. Communication from school to home is done through School Messenger, Remind App, Newsletters, and School Website. South Lindhurst has multiple avenues for involvement:

* Open Door Policy to all students and families. Direct contact for Spanish speaking parents will be our Student Support Coordinator; Mrs. Guzman. During a distance learning format contact can be achieved through phone, email, text, and zoom.

*Parent Group: This is a group that meets regularly after school to discuss activities and events at the school, goals, and needs. We also discuss fundraising and how parents can become more involved. All meetings will occur on zoom during distance learning.

*ELAC: This group serves our second language population to discuss activities, events, goals and potential needs that will better serve our students. We also discuss fundraising and how parents can become more involved. All meetings will occur on zoom during distance learning.

2021-22 Opportunities for Parental Involvement

*Site Council: South Lindhurst High School Site Council is an elected support group made up of parents, community members and staff. The site council is an advisory and approving body for all budgetary decisions for the school. All meetings will occur on zoom during distance learning.

* Parent Workshops for FAFSA, College Success, Senior Requirements

*FFA & Excel Club Meetings: Parents are welcome to attend all FFA meetings held after school. It is a great way to stay connected with school based activities and be involved within the programs here at SLHS. All meetings will occur on zoom during distance learning.

If interested in joining please contact parent involvement coordinator: Principal David Jones (530)749-6919.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	13.3	27.0	23.2	10.0	8.2	13.2	9.0	8.9	9.4
Graduation Rate	79.5	51.4	61.6	86.6	86.7	81.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	112	69	61.6
Female	43	27	62.8
Male	69	42	60.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	57	36	63.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--

White	32	19	59.4
English Learners	29	17	58.6
Foster Youth	--	--	--
Homeless	13	7	53.8
Socioeconomically Disadvantaged	106	65	61.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	14	8	57.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	179	160	136	85.0
Female	65	57	49	86.0
Male	114	103	87	84.5
American Indian or Alaska Native	4	4	4	100.0
Asian	15	13	10	76.9
Black or African American	11	11	10	90.9
Filipino	0	0	0	0.0
Hispanic or Latino	86	79	68	86.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	4	3	75.0
White	57	49	41	83.7
English Learners	41	38	31	81.6
Foster Youth	6	4	3	75.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	149	133	115	86.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	16	13	81.3

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.52	0.56	6.07	0.37	3.47	0.20
Expulsions	1.63	0.00	0.33	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.12	4.80	2.45
Expulsions	0.00	0.26	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.00	0.00
Male	0.88	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.44	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 with the help of local law enforcement at least one time per year. On August 3, 2021, school administration met regarding school safety. The SSC convened on October 21, 2021. On November 5, 2021, the SSC met with law enforcement at Yuba College to walk through evacuation and reunification drills. Beginning in January 2022, all school administration and law enforcement will meet on a monthly basis.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office through our RAPTOR system. 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, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, sexual harassment policy, suicide risk assessment protocol, threat assessment and wellness plans, safety standards for arrival and departure, and school discipline.

The safety of our students and staff is our top priority. Staff and students 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	9		
Mathematics	10	14		
Science	10	9		
Social Science	11	12		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	11		
Mathematics	8	17		
Science	8	5		
Social Science	13	11		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	18	1	
Mathematics	6	12		
Science	2	3		
Social Science	6	12	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	90

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,768	\$2,942	\$9,826	\$74,934
District	N/A	N/A	\$7,955	\$78,632
Percent Difference - School Site and District	N/A	N/A	21.0	-4.8
State	N/A	N/A	\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	15.1	-7.8

2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility aligned to increasing or improving services 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 goals: 1) Improve academic performance by creating an academic system that addresses and engages the various identified needs of all MJUSD students; 2) Improve the physical and emotional conditions of MJUSD schools to address the needs of the whole student; 3) Build a system of specific supports for our EL (English learner), foster, and low SES students; 4) Improve the meaningful school to home relationship; 5) Improve employee morale by creating policies and practices that support the well-being of staff.

Base grant funding provides core, direct instruction and support to students, funds teachers, site administration, district office personnel, maintenance, special education, and all other operating expenses. Each site receives a discretionary allocation. Sites are not responsible for home-to-school transportation, utilities, routine and deferred facility maintenance, custodial or grounds upkeep. Sites also receive support services such as academic and social-emotional counseling, health, and psychological services. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not performing at grade level.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,451	\$51,029
Mid-Range Teacher Salary	\$75,649	\$78,583
Highest Teacher Salary	\$108,420	\$99,506
Average Principal Salary (Elementary)	\$109,013	\$124,576
Average Principal Salary (Middle)	\$114,463	\$131,395
Average Principal Salary (High)	\$121,763	\$144,697
Superintendent Salary	\$207,200	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, staff members must be continuously engaged in learning and improving their skills through professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional practices and improve student engagement and educational outcomes. Along with ongoing articulation through Professional Learning Communities (PLCs) and trainings scheduled during and after school, teachers annually participate in 3 days of professional development in their PLCs and 4 additional professional development days on non-instructional days. In addition, all new teachers hired before the New Teacher Training on July 29, 2021 were invited to participate in 2 additional professional development days. District summative data has illustrated a need for professional development in the areas around school and classroom culture, behavior management, as well as EL strategies, and best practices in Mathematics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Marysville Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Marysville Joint Unified School District
Phone Number	(530) 741-6000
Superintendent	Fal Asrani, Ed.D.
Email Address	fasrani@mjuds.com
District Website Address	www.mjuds.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5136	4085	79.54	20.46	26.68
Female	2503	2030	81.10	18.90	30.34
Male	2633	2055	78.05	21.95	23.07
American Indian or Alaska Native	103	76	73.79	26.21	21.05
Asian	464	383	82.54	17.46	23.02
Black or African American	177	117	66.10	33.90	20.18
Filipino	26	24	92.31	7.69	54.55
Hispanic or Latino	2365	1921	81.23	18.77	24.72
Native Hawaiian or Pacific Islander	12	9	75.00	25.00	--
Two or More Races	273	218	79.85	20.15	34.11
White	1716	1337	77.91	22.09	29.70
English Learners	1084	882	81.37	18.63	7.35
Foster Youth	41	36	87.80	12.20	14.71
Homeless	42	20	47.62	52.38	22.22
Military	76	64	84.21	15.79	53.97
Socioeconomically Disadvantaged	3861	3039	78.71	21.29	23.56
Students Receiving Migrant Education Services	14	11	78.57	21.43	36.36
Students with Disabilities	759	572	75.36	24.64	5.70

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5136	4102	79.87	20.13	12.95
Female	2503	2052	81.98	18.02	11.40
Male	2633	2050	77.86	22.14	14.48
American Indian or Alaska Native	103	71	68.93	31.07	1.41
Asian	464	386	83.19	16.81	9.97
Black or African American	177	123	69.49	30.51	11.67
Filipino	26	23	88.46	11.54	34.78
Hispanic or Latino	2365	1934	81.78	18.22	11.42
Native Hawaiian or Pacific Islander	12	9	75.00	25.00	--
Two or More Races	273	217	79.49	20.51	19.25
White	1716	1339	78.03		15.29
English Learners	1084	903	83.30	16.70	2.92
Foster Youth	41	35	85.37	14.63	5.88
Homeless	42	18	42.86	57.14	0.00
Military	76	60	78.95	21.05	36.67
Socioeconomically Disadvantaged	3861	3036	78.63	21.37	11.12
Students Receiving Migrant Education Services	14	10	71.43	28.57	--
Students with Disabilities	759	565	74.44	25.56	3.58

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.