

South Lindhurst Continuation High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2025-26 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.com
School Website	southlindhurst.mjuds.com/
Grade Span	10-12
County-District-School (CDS) Code	58-72736-5830096

2025-26 District Contact Information

District Name	Marysville Joint Unified School District
Phone Number	(530) 741-6000
Superintendent	Jordan Reeves
Email Address	jreeves@mjuds.k12.ca.us
District Website	www.mjuds.com

2025-26 School Description and Mission Statement

South Lindhurst High School serves Juniors and Seniors at two different campus (NORTH/SOUTH) 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.

SLHS Vision/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.

SLHS Schoolwide Learner Outcomes For All:

2025-26 School Description and Mission Statement

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 Never Give Up"!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	95
Grade 12	150
Total Enrollment	245

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.8
Male	59.2
American Indian or Alaska Native	0.4
Asian	3.3
Black or African American	2
Filipino	0.4
Hispanic or Latino	60.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.7
White	26.9
English Learners	22.4
Foster Youth	0.8
Homeless	6.1
Socioeconomically Disadvantaged	84.1
Students with Disabilities	10.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	61.71	384	85.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.6	1.03	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	33.8	7.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	38.29	11.4	2.54	11953.1	4.28
Unknown/Incomplete/NA	0	0	15.1	3.38	15831.9	5.67
Total Teaching Positions	6.1	100	449.1	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.4	81.98	384.5	82.83	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	34.3	7.4	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	17.91	5.5	1.2	11746.9	4.23
Unknown/Incomplete/NA	0	0	33.5	7.22	14303.8	5.15
Total Teaching Positions	9.1	100	464.3	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.9	59.36	396.8	81.6	230039.4	100
Intern Credential Holders Properly Assigned	0	0	13.4	2.76	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	43.2	8.89	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	30.63	7.6	1.58	12112.8	4.34
Unknown/Incomplete/NA	0.9	9.91	25.1	5.16	13705.8	4.91
Total Teaching Positions	9.9	100	486.3	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.30	1.6	3
Total Out-of-Field Teachers	2.30	1.6	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.4	10.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	27.9	0

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

2025-26 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

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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</p> <p>Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) ©2005, 6/23/2015</p> <p>Houghton Mifflin Harcourt, California English 3D, ©2016, Gr 7-8, 6/21/2022</p> <p>Intervention</p> <p>Pearson, Inspire Literacy, iLit45, ©2018, 5/28/2019</p> <p>Savvas (formerly known as Pearson), Inspire Literacy, iLit ELL, 6/16/2020</p> <p>Edmentum online Exact Path</p> <p>Advanced Placement</p> <p>Bedford- St. Martin’s, Literature & Composition, AP, ©2011, 6/23/2015</p> <p>Bedford- St. Martin’s, Conversations in American Literature: Language, Rhetoric, Culture, AP, ©2014, 7/28/2015</p> <p>Bedford- St. Martin’s, 50 Essays: A Portable Anthology, AP, ©2011, 9/10/2013</p>	0%
Mathematics	<p>Addison Wesley, Pre-Calculus, 10/14/2003</p> <p>Integrated Mathematics I, II, III: Big Ideas Learning, LLC, ©2016, 5/22/2018</p> <p>Pearson Pre-calculus: Graphical, Numerical, Algebraic, Common Core, 9th edition, ©2015, 7/19/2016</p> <p>Prentice Hall, Calculus, ©2003, 10/14/2003</p> <p>Intervention</p>	0%

	Edmentum online Exact Path Advanced Placement Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, 11/17/2015	
Science	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 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, Floriculture: 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 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	0%
History-Social Science	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	0%
Foreign Language	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	0%

	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 Advanced Placement Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016	
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for High School, ©2018, 11/14/2017 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	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.	0%

Note: Cells with N/A values do not require data.

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. Buildings and Grounds is currently working on a long term plan for the larger deficiencies.

Year and month of the most recent FIT report

October 2025

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	(South Campus) Wall is marred. Carpet is stained. Wallpaper is torn. Ceiling tiles are torn, loose and damaged. Ceiling trim is separating and missing. Flooring is separating from trim/wall. (North Campus) Rank: Poor. Formica is chipping. Wallpaper torn and peeling. Carpet is stained. Wall trim is missing. Ceiling trim is loose. Stall dividers are rusted at base. Williams notice not posted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			(South Campus) Restroom flooring is dirty. (North Campus) Rank: Good. Unsecured items are stored too high. Rooms is cluttered.
Electrical			X	(South Campus) Outlet cover is loose. Light diffusers are loose and missing. Ethernet box is broken. (North Campus) Rank: Poor. Ethernet boxes are loose. Light panel is out. Light diffusers are broken and missing. extension cord and surge protector are daisy chained.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		(South Campus) Drinking faucets have no flow and high flow. Sink faucet is loose at base. Sinks do not drain properly. Sink drain guards are broken. AB 367 signage not posted. (North Campus) Rank: Fair. AB

School Facility Conditions and Planned Improvements

			367 signage not posted. Drinking fountains have high flows.
Safety: Fire Safety, Hazardous Materials	X		(South Campus) Paint is peeling on fascia. (North Campus) Rank: Good. Evacuation map is not posted. Fire extinguisher is not mounted. Room IDs missing, marred and broken.
Structural: Structural Damage, Roofs	X		(South Campus) Dry rot on exterior side wall. Gutter is rusted. (North Campus) Rank: Good.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	(South Campus) Window screens are loose, torn, missing, and have holes. Trip hazard at ramp/cement seam. (North Campus) Rank: Good. Window screens are torn and missing.

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	15	17	32	34	47	48
Mathematics (grades 3-8 and 11)	1	4	19	21	35	37

2024-25 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.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	139	131	94.24	5.76	16.79
Female	51	48	94.12	5.88	14.58
Male	88	83	94.32	5.68	18.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	76	96.20	3.80	11.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	36.36

White	40	36	90.00	10.00	19.44
English Learners	26	26	100.00	0.00	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	104	93.69	6.31	18.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	0.00

2024-25 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.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	139	130	93.53	6.47	3.85
Female	51	47	92.16	7.84	0.00
Male	88	83	94.32	5.68	6.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	77	97.47	2.53	1.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	40	35	87.50	12.50	5.71
English Learners	26	26	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	111	102	91.89	8.11	3.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	14	82.35	17.65	0.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8	0	19.24	19.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	15	46.88	53.12	0.00
Female	16	9	56.25	43.75	--
Male	16	6	37.50	62.50	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	6	40.00	60.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	11	42.31	57.69	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 early release day in both sessions.

*Built in workshops for every student on Wednesday's that focus on 21st Century Skills, Personal Finance, Life Skills, and College Success. Students complete workshops every quarter. Built in presentations and community events to help college or career.

*Concurrent enrollment at LHS & MHS for CTE courses

*Concurrent enrollment at Yuba College

*Articulated college course for Early Childhood Development. Students are placed in elementary classrooms 3 out of the 5 day workweek for field hours and experience.

*Quarterly Field trips to post-secondary options

* Virtual Reality Career Simulation Workshops w/ College & Career Counselor

*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.

2024-25 Career Technical Education Programs

- *Full time Guidance Counselor for Academic guidance and preparation
- *FullTime College and Career Counselor (site funded)
- *Full time Community Coordinator to connect school, home and community. (site funded)
- *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.
- *Shared Social Worker within alternative education to provide deep mental health support and therapy, home visits and family resources.
- *Mentorship program (weekly)
- *AVID certified school for whole school implementation and AVID Elective on both campuses

ARTICULATED & DUAL ENROLLMENT OPTIONS:

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

Articulated college course options are also available to students within the school day. The Early Childhood Education program coordinates field hours within our MJUSD elementary school sites weekly.

*ECEB

Sutter County Cosmetology ROP: Students on both campuses can take a cosmetology course with Sutter County ROP with district transportation to complete the first phase of the certification program to become a licensed cosmetologist.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16.7

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.8
Graduates Who Completed All Courses Required for UC/CSU Admission	1.9

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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.

2025-26 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, phone calls, Newsletters, and our School Website. South Lindhurst has multiple avenues for involvement:

* Back to School Night

* 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.

*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

* Town Hall Meetings for parent & community input

*Excel Club Meetings: Parents are welcome to attend all 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	10.8	12.6	12.1	11.3	10.7	8.9	8.2	8.9	8
Graduation Rate	82.8	85.5	86.7	86.3	88	88.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	173	150	86.7
Female	78	67	85.9
Male	95	83	87.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	98	91	92.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	52	40	76.9
English Learners	50	45	90.0
Foster Youth	--	--	--
Homeless	33	24	72.7
Socioeconomically Disadvantaged	158	136	86.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	24	21	87.5

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	360	343	213	62.1
Female	147	142	97	68.3
Male	213	201	116	57.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	14	12	85.7
Filipino	--	--	--	--
Hispanic or Latino	203	194	114	58.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	22	16	72.7
White	101	96	66	68.8
English Learners	69	66	31	47.0
Foster Youth	--	--	--	--
Homeless	22	22	17	77.3
Socioeconomically Disadvantaged	306	292	185	63.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	43	29	67.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.05	2.37	7.5	6.68	6.13	5.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.49	0	0.56	0.19	0.28	0.25	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.50	0.56
Female	2.04	0.00
Male	11.27	0.94
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	28.57	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.50	4.17
White	9.90	0.99
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	8.17	0.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Each school site has adopted a Comprehensive Safe School Plan to ensure a safe and supportive environment conducive to academic achievement. This working document is regularly reviewed and developed by the School Safety Planning Committee (SSC), which includes school staff, district personnel, community members, and local law enforcement. We collaborate with other school administrators to maintain consistency across the district, and improvements are made at least annually with input from local law enforcement. In August, school administration met with district staff and law enforcement to conduct site walkthroughs, review safety concerns, and propose improvements. The SSC convenes monthly to review and update current safety protocols and procedures.

Signs are prominently posted throughout the school, requiring all non-school employees to register at the office through our RAPTOR system. Staff are trained to stop and question anyone not wearing an identifying badge issued by the office. The Site Council formally adopts the Safe School Plan, which is board-approved each year before March 1. The plan includes safe school goals; strategies and programs; child abuse reporting procedures; disaster response procedures; suspension and expulsion policies; sexual harassment policy; suicide risk assessment and threat assessment protocols; wellness plans; safety standards for arrival and departure; and school discipline procedures.

The safety of students and staff is our top priority. Staff and students participate in safety drills addressing potential emergencies, including fire evacuation, earthquake “drop and cover,” and lockdowns for on-campus intruders, with the first round conducted in October. Catapult EMS serves as our emergency communication system, providing real-time student accounting, staff location check-ins, threat reporting, and messaging via text and email to staff, the District Safety Team, and law enforcement.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	4	73	0	0
Mathematics	10	22	0	0
Science	6	15	0	0
Social Science	8	34	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5	64	1	
Mathematics	10	22	1	
Science	12	15	2	
Social Science	8	33	4	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	5	66		
Mathematics	8	24		
Science	10	20	2	
Social Science	7	45	1	

2024-25 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	134

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	\$26,920	\$6,774	\$20,146	\$88,400
District	N/A	N/A	\$11,202	\$86,719
Percent Difference - School Site and District	N/A	N/A	57.1	1.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	57.5	-12.4

Fiscal Year 2024-25 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) Create an environment that addresses the physical, emotional and safety needs of all students and staff; 3) Prepare every student with the skills needed for college and career readiness; 4) Build a system of specific support for our EL (English Learner), foster and low SES students; 5) Improve the meaningful school to home relationship; 6) Improve access and inclusion opportunities for Special Education.

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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$60,075	\$62,145
Mid-Range Teacher Salary	\$85,024	\$97,088
Highest Teacher Salary	\$121,857	\$120,436
Average Principal Salary (Elementary)	\$109,013	\$151,343
Average Principal Salary (Middle)	\$114,463	\$159,514
Average Principal Salary (High)	\$121,763	\$177,261
Superintendent Salary	\$246,328	\$294,805
Percent of Budget for Teacher Salaries	23.27%	29.95%
Percent of Budget for Administrative Salaries	4.93%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 Where there are student course enrollments of at least one student.	0

Professional Development

The Marysville Joint Unified School District Board of Trustees believes that maximizing student learning and achievement in all subgroups requires staff to be continuously engaged in professional growth. To support this, the district provides ongoing professional development designed to enhance instructional practices, student engagement, and educational outcomes. Opportunities include Professional Learning Communities (PLCs), scheduled trainings during and after school, and 24 hours of professional development annually, with an optional additional 12 hours subject to available funding. New teachers hired prior to the August New Teacher Training are invited to participate in up to two additional professional development days. District summative data have identified needs in school and classroom culture, behavior management, English Learner strategies, and best practices in Mathematics, Literacy, and Science. Teachers in core academic subjects are provided three department

Professional Development

release days for vertical and horizontal articulation, collaboration on department goals, and refinement of assignments and assessments. Additionally, staff may utilize Educator Effectiveness Grant funds to pursue professional development aligned with their assignments.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	22