

Lindhurst 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	Lindhurst High School
Street	4446 Olive Dr.
City, State, Zip	Olivehurst, CA 95961
Phone Number	(530) 741-6150
Principal	Nohemí Arroyo-Magaña
Email Address	nmagana@mjud.k12.ca.us
School Website	lindhurst.mjud.com
Grade Span	9-12
County-District-School (CDS) Code	58-72736-5830013

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The mission statement of Lindhurst High School is "Guiding and Preparing ALL students for Success".

The community of Lindhurst High School is diverse and eclectic: We feel that this is one of our greatest strengths. In addition to cultural and socioeconomic diversity, more than 50 percent of our students are English Language Learners and/or are currently on an Individualized Education Plan. Our mission statement was born from a deep belief that our job is to ensure ALL students are ready to pursue postsecondary endeavors after high school, whatever that pathway may be. Lindhurst High School is a comprehensive high school enrolling 1,331 students in grades 9 through 12. The high school opened in the Fall of 1975.

Lindhurst High School is WASC accredited by the California Department of Education. This philosophy has influenced practices

2025-26 School Description and Mission Statement

within the classroom, including the implementation of professional development which is guiding our school to become a professional learning community and shaping our course offerings. To that end, we have been developing strong articulated Career Technical Education pathways providing experiential knowledge to students who choose to follow a vocational route following high school. Additionally, we still maintain a rigorous college-prep program, and have revived and continually enhanced our Air Force Junior ROTC program for those students pursuing the military upon graduation. Lindhurst students have access to 11 Advanced Placement Courses and 11 Career Pathways. We provide our students with access to 12 Team Taught sections, and 13 sections specifically designed to support students new to our country through our Newcomer Pathway. The Newcomer Pathway is a cohort of designated and integrated English Language Development (ELD) high school courses designed to give newly enrolled English Learners credit toward graduation and A-G requirements. Lindhurst prides itself in supporting our students' diverse needs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	375
Grade 10	336
Grade 11	291
Grade 12	252
Total Enrollment	1,254

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51
Non-Binary	0.1
American Indian or Alaska Native	1
Asian	15.1
Black or African American	4
Filipino	1.1
Hispanic or Latino	59.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.8
White	15.1
English Learners	22.4
Foster Youth	0.8
Homeless	2.8
Migrant	0.4
Socioeconomically Disadvantaged	78.4
Students with Disabilities	14.3

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)	41.4	74.85	384	85.5	234405.2	84
Intern Credential Holders Properly Assigned	1.7	3.23	4.6	1.03	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.4	11.62	33.8	7.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.4	2.54	11953.1	4.28
Unknown/Incomplete/NA	5.7	10.3	15.1	3.38	15831.9	5.67
Total Teaching Positions	55.3	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)	44.2	77.34	384.5	82.83	231142.4	83.24
Intern Credential Holders Properly Assigned	1.8	3.23	6.2	1.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.5	9.74	34.3	7.4	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.45	5.5	1.2	11746.9	4.23
Unknown/Incomplete/NA	4.6	8.2	33.5	7.22	14303.8	5.15
Total Teaching Positions	57.1	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)	43.4	78.43	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)	6	10.98	43.2	8.89	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.29	7.6	1.58	12112.8	4.34
Unknown/Incomplete/NA	5.7	10.28	25.1	5.16	13705.8	4.91
Total Teaching Positions	55.4	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	1
Misassignments	6.40	5.5	5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.40	5.5	6

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	0.8	0
Local Assignment Options	0.00	0	0.1
Total Out-of-Field Teachers	0.00	0.8	0.1

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)	21.8	14.5	15.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12.6	8.9	9.1

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>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>Cengage, Financial Algebra 2nd edition, 06/11/2024</p> <p>Advanced Placement</p>	0%

	Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition, AP Calculus, ©2015, 11/17/2015	
Science	<p>Houghton Mifflin Harcourt, California Science Dimensions: The Living Earth, Gr. 9-12, ©2020, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: Chemistry in the Earth's Systems, Gr. 9-12, ©2020, 6/16/2020</p> <p>Houghton Mifflin Harcourt, California Science Dimensions: Physics in the Universe, Gr. 9-12, ©2020, 6/16/2020</p> <p>Addison Wesley, The Cosmic Perspective, Plus Mastering Astronomy with, eText 7th Edition, Dual Enrollment YC, Introduction to Astronomy, ©2013, 1/26/2016</p> <p>Cengage Learning, Agriscience Fundamentals and Applications, 5th Edition, ©2009, 2/24/2015</p> <p>Course Technology, 6th edition, New Perspectives HTML and CCS, Dual Enrollment YC, Computer Science, Begging Web Publishing, ©2011, 1/26/2016</p> <p>Delmar-Cengage Learning, Managing Our Natural Resources, 5th Edition, ©2009, 9/9/2014</p> <p>Delmar-Cengage Learning, Floriculture: Designing & Merchandising, ©2011, 2/24/2015</p> <p>Delmar-Cengage Learning, The Science of Agriculture: A Biological Approach, ©2012, 5/10/2016</p> <p>Holt, Rhinehart and Winston, Environmental Science, ©1996, 4/13/2004</p> <p>Pacemaker, Physical Science (Alternative Ed Only), ©2005, 5/23/2006</p> <p>Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10, ©2013, 10/27/2015</p> <p>Pearson, On Cooking: A Textbook of Culinary Fundamentals, 5th Edition, ©2015, 6/23/2015</p> <p>Pearson, Technology Skills for Success, ©2014, 7/28/2015</p> <p>Pearson: Prentice Hall Interstate, Livestock & Companion Animals, ©2004, 2/24/2015</p> <p>Delmar-Cengage Learning, Soil Science & Management, 6th Edition, ©2014, 6/27/2017</p> <p>Advanced Placement</p> <p>Savvas (formerly Pearson) Environment the Science Behind the Stories, ©2021, 7/21/2020</p> <p>Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry, 9th Edition, ©2014, 8/13/2013</p> <p>Pearson, AP Edition, Campbell, Biology in Focus, AP, ©2014, 6/25/2013</p>	0%
History-Social Science	<p>World History: Pearson World History, The Modern World, ©2016, Gr. 9-12, 5/22/2018</p> <p>US History: Pearson United States History, The Twentieth Century, ©2016, Gr. 9-12, 5/22/2018</p> <p>Economics: Pearson Economics, Principles in Action, ©2016, Gr. 9-12, 5/22/2018</p> <p>Civics: Pearson Magruder's American Government, ©2016, Gr. 9-12, 5/22/2018</p> <p>AP World History: McGraw Hill Education, Traditions & Encounters: A Global Perspective on the Past, © 2000, Gr 9-12, 5/24/2022</p>	0%
Foreign Language	<p>EMC Publishing, Somos Asis 2, 3, and 4, ©1994, 5/13/2014, 5/17/1994</p> <p>Holt McDougal, ¡Avancemos! Spanish Course 1, 2, ©2013, 5/13/2014, 6/23/2015</p>	0%

	<p>Holt McDougal, ¡Avancemos! Spanish Course 3, ©2010, 5/13/2014, 9/13/2016</p> <p>Holt McDougal, ¡Avancemos! Spanish Course 4, ©2013, 5/13/2014, 1/23/2018</p> <p>Pearson, Abriendo Paso Temas y Lecturas/Gramatica, ©2013/14, 1/23/2018</p> <p>Advanced Placement</p> <p>Vista Higher Learning, TEMAS: AP Spanish Language and Culture, AP, ©2014, 2/23/2016</p>	
Health	<p>Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for High School, ©2018, 11/14/2017</p> <p>Globe Fearon Pearson Learning Group, Health, Pacemaker, ©2005, 3/12/2013</p> <p>Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness, ©1994, 5/3/1994</p> <p>Pearson, Health: The Basics, 13th Edition, ©2018, 1/23/2018</p>	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
<p>Systems:</p> <p>Gas Leaks, Mechanical/HVAC, Sewer</p>	X			<p>"Gas systems and pipes appear safe, functional, and free of leaks.</p> <p>Examples include but are not limited to the following:"</p> <p>a. There is no odor that would indicate a gas leak. (X)</p> <p>b. Gas pipes are not broken and appear to be in good working order. (X)</p> <p>Mechanical Systems</p> <p>Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.</p> <p>Examples include but are not limited to the following:</p> <p>a. The HVAC system is operable. (X)</p> <p>b. The facilities are ventilated (via mechanical or natural ventilation).</p> <p>c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.</p> <p>d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)</p>

School Facility Conditions and Planned Improvements

			<p>e. Interior temperatures appear to be maintained within normally accepted ranges.</p> <p>f. The ventilation units are not generating any excessive noise or vibrations.</p> <p>Sewer Sewer line stoppage is not evident. Examples include but are not limited to the following:</p> <p>a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)</p> <p>b. The sanitary system controls odors as designed.</p>
<p>Interior: Interior Surfaces</p>	X		<p>Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:</p> <p>a. Walls are free of hazards from tears and holes.</p> <p>b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.</p> <p>c. Ceiling is free of hazards from missing ceiling tiles and holes.</p> <p>d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>School grounds, buildings, common areas, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:</p> <p>a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session. School grounds, buildings, common areas, surfaces, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:</p> <p>a. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.</p>
<p>Electrical</p>	X		<p>Electrical (Interior and Exterior)</p> <p>1. There is no evidence that any portion of the school has a power failure. (X)</p> <p>2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:</p> <p>a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)</p> <p>b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.</p>

School Facility Conditions and Planned Improvements

			<p>c. Other</p> <p>3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. Lighting appears to be adequate. b. Lighting is not flickering. c. There is no unusual hum or noise from the light fixtures.
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>Restrooms Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5) and AB 367 (EC Section 35292.6). The following are examples of compliance with SB 892 and AB 367:</p> <ul style="list-style-type: none"> a. Restrooms are maintained and cleaned regularly. b. Restrooms are fully operational. c. Restrooms are stocked with toilet paper, menstrual products, soap, and paper towels. d. Restrooms are open during school hours. e. Other <p>Sinks/Fountains (Inside and Outside) Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. Drinking fountains are accessible. b. Water pressure is adequate. c. A leak is not evident. d. There is no moss, mold, or excessive staining on the fixtures. e. The water is clear and without unusual taste or odor.
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>Fire Safety The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X) b. Emergency alarms appear to be functional. (X) c. Emergency exit signs function as designed, exits are unobstructed. (X) d. Fire extinguishers are current and placed in all required areas. e. Fire alarms pull stations are clearly visible. f. Other <p>Hazardous Materials (Interior and Exterior) There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:</p>

School Facility Conditions and Planned Improvements

			<p>a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)</p> <p>b. Paint is not peeling, chipping, or cracking.</p> <p>c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.</p> <p>d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:</p> <p>a. Severe cracks are not evident. (X)</p> <p>b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)</p> <p>c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)</p> <p>d. There is no visible evidence of severe cracks, dry rot, mold, or damage that "undermines the structural components. (X)</p> <p>e. Other"</p> <p>e. Other</p> <p>When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.</p> <p>Roofs (observed from the ground, inside/outside the building) "Roof systems appear to be functioning properly. Examples include but are not limited to the following:" limited to the following:</p> <p>a. Roofs, gutters, roof drains, and down spouts are free of visible damage.</p> <p>b. Roofs, gutters, roof drains, and down spouts are intact.</p> <p>c. Other</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>Playground/School Grounds "The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:" evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:</p> <p>a. Significant cracks, trip hazards, holes and deterioration are not found.</p>

School Facility Conditions and Planned Improvements

			<p>b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.</p> <p>c. Seating, tables, and equipment are functional and free of significant cracks.</p> <p>d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.</p> <p>e. Other</p> <p>Windows/Doors/Gates/Fences (Interior and exterior) Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following: include but are not limited to the following:</p> <p>a. There is no exposed broken glass accessible to pupils and staff. (X)</p> <p>b. Exterior doors and gates are functioning and do not pose a security risk. (X)</p> <p>c. Windows are intact and free of cracks.</p> <p>d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.</p> <p>e. Doors are intact.</p> <p>f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.</p> <p>g. Gates and fences appear to be functional.</p> <p>h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.</p>
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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)	45	41	32	34	47	48
Mathematics (grades 3-8 and 11)	10	13	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	258	252	97.67	2.33	40.87
Female	130	126	96.92	3.08	47.62
Male	128	126	98.44	1.56	34.13
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	51.02
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	147	96.71	3.29	36.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	35	34	97.14	2.86	35.29
English Learners	47	44	93.62	6.38	2.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	161	97.58	2.42	39.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	31	91.18	8.82	9.68

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	258	252	97.67	2.33	13.10
Female	130	126	96.92	3.08	8.73
Male	128	126	98.44	1.56	17.46
American Indian or Alaska Native	0	0	0	0	0
Asian	49	49	100.00	0.00	10.20
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	152	147	96.71	3.29	11.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	35	34	97.14	2.86	20.59
English Learners	47	44	93.62	6.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	161	97.58	2.42	15.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	31	91.18	8.82	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)	21.17	19.38	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	504	501	99.40	0.60	20.80
Female	248	247	99.60	0.40	22.27
Male	256	254	99.22	0.78	19.37
American Indian or Alaska Native	--	--	--	--	--
Asian	93	92	98.92	1.08	23.91
Black or African American	16	16	100.00	0.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	297	296	99.66	0.34	18.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	45.00
White	69	68	98.55	1.45	25.00
English Learners	65	64	98.46	1.54	0.00
Foster Youth	0	0	0	0	0
Homeless	19	18	94.74	5.26	27.78
Military	--	--	--	--	--
Socioeconomically Disadvantaged	329	326	99.09	0.91	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	69	98.57	1.43	0.00

2024-25 Career Technical Education Programs

Teaching vocational skills and attitudes is a key component of the Marysville Joint Unified School District's educational foundation. A bevy of Career Technical Education (CTE) classes and pathways create real-world learning situations for students where hands-on lessons are presented in the context of a working environment. CTE is woven into the very fabric of our educational delivery system. Access must therefore be assured for all students through a system that aligns programs, curriculum/services across educational segments, and disciplines.

CTE classes complement and support academic achievement by serving as a bridge across disciplines to reinforce the importance of reading, writing, communications, and mathematical reasoning to help students develop, deepen and refine these core skills through practical applications and project-based learning. CTE coursework engages, motivates, and prepares all students for the future.

A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a specific career cluster. Career pathways prepare students for successful completion of state academic and technical standards and more advanced post-secondary coursework related to the career in which they are interested. Lindhurst High School pathways include: Agricultural Mechanics (Welding), Animal Science, Ornamental Horticulture (Floral Design), Plant and Soil Science, Production and Managerial Arts (Multimedia), Residential and Commercial Construction, Healthcare Operational Support (Sutter County ROP Certified Nursing Assistant), Patient Care (Sports Medicine), Food Service and Hospitality (Culinary Arts), and Systems Diagnostics, Services and Repair (Automotive Technology).

2024-25 Career Technical Education Programs

Lindhurst students also have access to three pathways offered at our district's other comprehensive site, Marysville High School. Those programs are Dental Assistant (Through Sutter County ROP), Early Childhood Education, and Medical Occupations. A Career Technical Education Advisory Committee helps guide and focus the district's CTE offerings. The Advisory Committee is made up of students, teachers, local business owners, and school and district administration. This committee meets once per semester, alternating meeting sites between the district's two comprehensive high schools (Lindhurst and Marysville).

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	706
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	98.9
Graduates Who Completed All Courses Required for UC/CSU Admission	25.93

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
Grade 9	98	95	95	92	98

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

Parents have multiple opportunities to become involved at Lindhurst High School. Key parent organizations and activities include ELAC, School Site Council, Lindhurst High School Boosters Club, Parent-Teacher Conferences, Student Study Teams, WASC Accreditation Teams, Agriculture Advisory Board, and Title I Parent Meetings. The school also participates in Marysville Joint Unified School District's Cohort 2 California Community Schools Partnership Program. Additionally, Yuba County has initiated several questionnaires to gather student, parent, and community input and engagement. Lindhurst High School has five counselors, two English Language Facilitators, and one Outreach Coordinator to provide direct access to school personnel. Parents are encouraged to meet with staff to better understand how to support their students.

Parent involvement coordinator: Nohemí Arroyo-Magaña (530) 741-6150

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	12	6.6	5	11.3	10.7	8.9	8.2	8.9	8
Graduation Rate	86.6	91.7	91.6	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	262	240	91.6
Female	134	123	91.8
Male	127	117	92.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	46	45	97.8
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	150	143	95.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	39	29	74.4
English Learners	74	68	91.9
Foster Youth	--	--	--
Homeless	19	15	78.9
Socioeconomically Disadvantaged	242	223	92.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	42	31	73.8

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	1390	1326	329	24.8
Female	674	643	154	24.0
Male	715	682	174	25.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	12	5	41.7
Asian	202	200	23	11.5
Black or African American	59	55	17	30.9
Filipino	15	15	2	13.3
Hispanic or Latino	804	775	184	23.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	57	51	22	43.1
White	219	198	73	36.9
English Learners	317	306	78	25.5
Foster Youth	19	19	12	63.2
Homeless	70	59	32	54.2
Socioeconomically Disadvantaged	1129	1072	275	25.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	201	193	74	38.3

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
11.6	13.66	10.65	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
0.65	0.59	0.36	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	10.65	0.36
Female	6.38	0.30
Male	14.69	0.42
Non-Binary	0.00	0.00
American Indian or Alaska Native	23.08	0.00
Asian	2.97	0.50
Black or African American	18.64	1.69
Filipino	6.67	0.00
Hispanic or Latino	9.58	0.25
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.28	1.75
White	17.81	0.00
English Learners	12.30	0.95
Foster Youth	31.58	0.00
Homeless	15.71	0.00
Socioeconomically Disadvantaged	11.78	0.44
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.90	1.00

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 school 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. All 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 major elements such as 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	23	23	23	12
Mathematics	24	21	18	14
Science	26	11	18	9
Social Science	24	11	19	7

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	24	21	26	11
Mathematics	24	20	22	12
Science	25	10	17	11
Social Science	23	14	17	8

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	26	20	24	16
Mathematics	24	21	24	7
Science	25	12	15	11
Social Science	22	17	15	10

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	319.47

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)	3.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	\$15,619	\$6,629	\$8,990	\$86,781
District	N/A	N/A	\$11,202	\$86,719
Percent Difference - School Site and District	N/A	N/A	-21.9	0.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-21.4	-14.2

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	20.1
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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	5
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

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 need to be continuously engaged in learning and improving their skills through professional learning and collaboration. The district offers a program of ongoing professional development, including 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 have 24 hours with an optional 12 hours based on available funding of additional professional development during non-instructional hours or days yearly for Professional Development. In addition, all new teachers hired before the New Teacher Training in August were invited to participate in up to 2 additional professional development days. District summative

Professional Development

data has illustrated a need for professional development in school and classroom culture, behavior management, EL strategies, and best practices in Mathematics, Literacy, and Science.

At Lindhurst High School, department chairpersons have requested to revisit the fundamental aspects of managing quality Professional Learning Communities (PLC's) in order to move their respective departments forward. The special education and general education teachers that "co-teach" are attending a PD opportunity to enhance their practice. Our teachers supporting our English Learner Pathway received 2 days of professional development, facilitated by Sacramento Office of Education. In addition, the Physical Education department is attending a conference in 2025 to better support the students in their course offerings. There are 28 PLC days infused into the district calendar to allow for collaboration among the teaching staff.

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	7