

Marina High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Marina High School
Street	15871 Springdale St.
City, State, Zip	Huntington Beach, CA 92649
Phone Number	(714) 893-6571
Principal	Jessie N. Marion, Ed.D.
E-mail Address	jmarion@hbuhd.edu
Web Site	marinavikings.org
CDS Code	30665483034410

District Contact Information	
District Name	Huntington Beach Union High School District
Phone Number	(714) 903-7000
Superintendent	Dr. Clint Harwick
E-mail Address	charwick@hbuhisd.edu
Web Site	www.hbuhisd.edu

School Description and Mission Statement (School Year 2018-19)

Marina's mission is to provide our students with a rigorous, relevant educational experience in a supportive environment that promotes critical thinking, creativity, innovation, and community. Our vision is to inspire and empower students to be responsible and successful citizens able to meet personal, local, and global challenges.

We support this mission and vision through the implementation of a district-wide Strategic Plan and Local Control Accountability Plan, along with our own School Plan for Student Achievement, that was collaboratively developed by parents, students, teachers, classified staff, and administrators. These plans focus the school improvement efforts on implementing the Common Core State Standards, assessment data, college/career preparation, integration of technology, and support of students' personal and academic growth. All of Marina's resources are focused on the implementation of these aligned plans so that our mission and vision become a reality.

Marina High School has an outstanding reputation. We emphasize a rigorous, varied curriculum with a variety of paths for students, quality classroom instruction, high expectations for student performance, and a wide range of opportunities for students, parents, and community members to be involved in campus life and the governance of the school. Our students are quality individuals who are well behaved, bright, and involved in the academic and co-curricular programs of the school. The staff is dedicated to providing an educational environment that promotes excellence, and our teachers commit countless hours coaching, tutoring, counseling, and encouraging students. Hundreds of our parents are involved in booster organizations and parent groups, such as Viking Foundation, School Site Council, PTSA, Grad Night Committee, and Volunteers in Public Schools (VIPS). The strong partnership between students, staff, parents, and community continues to enhance and strengthen our school community here at the Home of the Vikings.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	630
Grade 10	605
Grade 11	627
Grade 12	589
Ungraded Secondary	1
Total Enrollment	2,452

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.8
Asian	19.9
Filipino	2.0
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	0.4
White	49.1
Socioeconomically Disadvantaged	27.8
English Learners	3.5
Students with Disabilities	9.5
Foster Youth	0.1

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	99	101	101	662
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	4	4	4	50

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature - Third Course;Holt, Rinehart, Winston; Adopted Elements of Literature - Fourth Course;Holt, Rinehart, Winston;Adopted 6/24/08 Elements of Literature - World Literature; Holt, Rinehart, Winston; Adopted 6/24/08 Elements of Literature - Essentials of American Literature - Fifth Course; Holt; Adopted 3/8/11 Language of Composition Reading, Writing, Rhetoric; Bedford/St. Martin's; Adopted Literature British 12; Holt; Adopted 11/12/13 Literature and Composition; Beford/ St. Martin's; Adopted Theory of Knowledge - 3rd Edition; Hodder Education; Adopted Literature and Language Arts - 4th Coourse;Holt, Rinehart, Winston;Adopted 6/24/08 Voices of Literature Gold;Heinle & Heinle; 1996 Edge Fundamentals;Cengage/National Geographic School Pub.; Adopted 7/15/14 Edge 2014 Level A; Cengage Learning; Adopted 7/15/14 Edge 2014 Level B; Cengage Learning; Adopted 7/15/14	Yes	0%
Mathematics	The Practice of Statistics for AP* - Fifth Edition; W.H Freeman and Co; Adopted 7/15/14 Fundamentals of Java; Cengage; Adopted 11/12/13 Algebra 2 Common Cored Edition; Pearson, Prentice Hall; Adopted 11/12/13 Math Geometry/Glencoe; McGraw Hill; Adopted 8/9/11 Precalculus: Enhanced with Graphing Utilities - 6th Edition; Pearson; Adopted 8/9/11 Basic Algebra; McDougal/Littel Brown; Adopted 1999 Algebra 1-California Edition; Prentice Hall; 6/29/10 Geometry (CA)-1st Edition; Holt; Adopted 2008 Geometry (Acele); McGraw Hill; Adopted 2012 Trigonometry-6th Edition;Addison Wesley; Adopted 1997 Elementary Statistics - 4th Edition;McGraw-Hill; Adopted 2001 Calculus for AP - 1st Edition;Cengage; Adopted 2017 Calculus with Analytic Geometry-5th Edition; McDougal-Litton/Houghton-Mifflin; Adopted 1994 Mathematics with Business Applications;McGraw-Hill; Adopted 2003	Yes	0%
Science	Marine Science; McGraw-Hill; Adopted 8/14/18 College Physics; A Strategic Approach; Pearson; Adopted 2016 Physics; Houghton Mifflin Harcourt; Adopted 2017	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Chemistry; The Central Science; AP 13th Edition; Adopted 6/24/14 Fundamentals of Anatomy & Physiology; Pearson; Adopted 6/24/14 Environmental Science for AP; W.H. Freeman; Adopted 2013 Biological Science (Fourth Edition); Benjamin Cummings/ Pearson; Adopted 2012 Campbell Biology AP Edition (Ninth Edition); Benjamin Cummings/ Pearson; Adopted 2012 Modern Chemistry; Benjamin Cummings/Pearson; Adopted 2012 Science Spectrum Physical Science (CA); Holt;Adopted 2007 Earth Science (CA) - 1st Edition; Pearson/Prentice Hall; Adopted 2006 Physics: Principles and Problems; Glencoe; Adopted 2005 Conceptual Integrated Science Explorations (Penguin Book) ; Addison Wesley; Adopted 2010 Chemistry in the Community-5th edition; W. H. Freeman; Adopted 2006 Chemistry - 6th edition;Brooks/Cole; Adopted 2003 Physics-Principles with Applications; Pearson; Adopted 2004 Physics for Scientists and Engineers-9th Edition; Brooks/Cole; Adopted 2014 Biology (Macaw);Prentice Hall; Adopted 2010 Biology (CA) Cheetah; Holt, Rinehart and Winston: Adopted 2008 Higher level Physics for the IB Diploma;Pearson; Adopted 2009 Biology IB Diploma HL; Prentice Hall; Adopted 2014		
History-Social Science	Explorations in Economics; B.F. Worth; Adopted 3/8/16 The Cultural Landscape An Introduction to Human AP edition; Pearson;Adopted 3/8/16 Myer Psychology for AP-2nd Edition; Adopted 3/8/16 Psychology Principles in Practice; Houghton Mifflin Harcourt; 3/8/16 Western Civilization Since 1300 - AP Edition; Cengage Learning; Adopted 3/8/16 Give Me Liberty!; An American History;W. W. Norton; Adopted 3/8/16 Krugman's Economics for AP; B.F. Worth Publishing; Adopted 3/8/16 Government in American; Pearson; Adopted 3/8/16 Voyages in World History; Cengage Education; Adopted 8/11/15 Geography Alive! Regions and People;TCI; Adopted 3/8/16 Modern World History-Patterns of Interaction; Houghton-Mifflin-Harcourt; Adopted 3/8/16	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	History Alive! Pursuing American Ideals; TCI; Adopted 3/8/16 United States Government; Our Democracy; McGraw Hill; Adopted 3/8/16 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14 Psychology; 10th Edition; Worth Publishers; Adopted 6/24/14 Cultural Landscape an Introduction to Human Geography 10th edition; Pearson; Adopted 3/8/16 The American Pageant; 13th edition; TCI; Adopted 2013 Social Studies Psychology; HMH; Adopted 2018		
Foreign Language	Autentico 1; Pearson; Adopted 2018 Autentico 2; Pearson; Adopted 2018 Autentico 3; Pearson; Adopted 2018 Avancemos; HMH; Adopted 2018 Temas AP Spanish Language and Culture; Vista Higher Learning; Adopted 2014 Nuevas Vista Curso de Introduccion; Holt, Rinehart, and Winston; Adopted 2004 Abriendo puertas: Antologia de literatura en espanol Tomo 1: 1st Edition; McDougal Littell; Adopted 2003 Abriendo puertas Ampliando Perspectivas; Holt McDougal; Adopted 2013 Bien Dit! Level 1; HMH; Adopted 2018 Bien Dit! Level 2; HMH; Adopted 2018 Bien Dit! Level 3; HMH; Adopted 2018 Bravo! 5th Edition; Thomson Heinle; Adopted 2005 Advance Placement French: Preparing for the Language and Culture Examination; Prentice Hall; Adopted 2012 Allons Au-dela! La Langue Et Les Cultures Du Monde Francophone; Prentice Hall; Adopted 2012 Adventures in Japanese 1; Cheng and Tsui; Adopted 2015 Adventures in Japanese 2 4th edition; Cheng and Tsui; Adopted 2015 Adventures in Japanese 3 4th edition; Cheng and Tsui; Adopted 2016 Adventures in Japanese 4 1st edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 1: part 2 3rd edition; Cheng and Tsui; Adopted 2017 Integrated Chinese Level 2: part 1 3rd edition; Cheng and Tsui; Adopted 2017 Chinese for Tomorrow; Cheng and Tsui; Adopted 2009 Tieng Viet men yeu A; East Side Union School District; 2010	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Tieng Viet men yeu B; East Side Union School District; 2011 Conversational Vietnamese; University of Washington Press; 2003 Tieng Viet men yeu D; East Side Union School District; 2013 Tieng Viet men yeu C; East Side Union School District; 2011 Master ASL Level 1; Sign Media; 2006 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 1; McGraw Hill; Adopted 2014 El Espanol Para Nosotros Curso Para Hispanohablantes Spanish Nivel 2; McGraw Hill; Adopted 2014 Nuevas Vistas Curso Dos Holt Rinehart and Winston		
Health	Health; Prentice Hall; Adopted 2007	Yes	0%
Visual and Performing Arts	Photography 11th edition; Pearson; Adopted 2013 Gardner's Art through the Ages: A Global History - 14th Edition; Wadsworth Cengage Learning; Adopted 6/24/14	Yes	0%
Science Laboratory Equipment (grades 9-12)	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Marina's facilities are safe and well-maintained. In the most recent FIT report, it was noted that the chillers, boilers, and the roof were recently repaired. Lockers have been painted, the new gym floor was refinished, and the exterior trim on all buildings was painted. All site roads and parking lots were re-slurried. All exterior and gym LED lights were replaced.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Boilers system replaced.HVAC repaired/serviced,
Interior: Interior Surfaces	Good	Painted lockers; gym floor refinished;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof (Tremco) repairs, Chiller 350 ton repaired,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Painted external trim.entire drive and parking lots reslurried. Replaced all exterior lighting LED's, gym lightin LEDS

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/12/2018	
Overall Rating	Exemplary

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	76.0	78.0	72.0	48.0	50.0
Mathematics (grades 3-8 and 11)	55.0	57.0	52.0	50.0	37.0	38.0

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

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	611	588	96.24	75.85
Male	327	310	94.80	68.71
Female	284	278	97.89	83.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	132	130	98.48	90.00
Filipino	11	10	90.91	80.00
Hispanic or Latino	125	121	96.80	63.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	303	289	95.38	74.39
Two or More Races	29	28	96.55	85.71
Socioeconomically Disadvantaged	167	159	95.21	72.33
English Learners	34	29	85.29	31.03
Students with Disabilities	56	48	85.71	29.17
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	606	572	94.39	56.57
Male	326	300	92.02	53.33
Female	280	272	97.14	60.15
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	132	130	98.48	81.54
Filipino	11	11	100	54.55
Hispanic or Latino	123	118	95.93	40.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	300	278	92.67	51.8
Two or More Races	29	27	93.1	59.26
Socioeconomically Disadvantaged	165	154	93.33	57.14
English Learners	34	31	91.18	29.03
Students with Disabilities	56	42	75	14.29
Foster Youth	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

Marina High School offers eight programs of study, or pathways, in Career Technical Education (CTE). A program of study involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Marina offers programs in Fashion Design, Manufacturing, and Merchandising; Food Service and Hospitality; Interior design, Furnishings, and Maintenance; Machine and Forming Technologies; Residential and Commercial Construction; Software and Systems Development; Systems Diagnostics, Services, and Repair; and Welding and Materials Joining. Many classes in the programs of study fulfill the “a-g” subject-area requirement of the University of California. These classes include: Computer Graphics, Animation, Commercial Art, Digital Theory and Production, Culinary Arts, Life Management, Environmental Design, Fiber Arts and Design, Multimedia Communication Design for Business, and ROP Virtual Enterprise. Coastline Regional Occupational Program (CROP) provides many CTE course offerings for Marina H.S. Through these classes, students are able to earn credits to explore career opportunities and gain employable skills. Many of Marina’s pathways feed into the CROP program. Golden West College articulates six classes with Marina’s CTE courses. In these classes, students have the opportunity to receive credit at Golden West College if they receive a B or better in the class. These offerings include: Fashion, Auto 3, Multimedia Communication Design for Business, ROP Web Design, and Video Game Business and Development. All CTE teachers at Marina H.S. participate in Career Technical Education Orange County (CTEoc.) Through this organization, teachers are given the opportunity to participate in Countywide CTE student competitions such as The Knife Skills Competition, Fashion a’ la Mode, and The Digital Media Competition. ROP Virtual Enterprise participates in multiple Statewide Trade Show Competitions. Marina has won numerous awards at all of these competitions.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	415
% of pupils completing a CTE program and earning a high school diploma	70%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	44.1

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	19.0	54.4

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

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Marina has strong parent and community involvement. Hundreds of parents help out with major events such as registration, textbook distribution, and yearbook and cap and gown distribution through the Volunteers in Public Schools (VIPS). Hundreds more are involved in the many booster organizations that support our co-curricular activities. School Site Council, PTSA, Grad Night, and the Viking Foundation are other important organizations that involve parents and community members in the governance of the school, fundraising for the classrooms, and providing important programs for students and parents.

Marina's Community Resource Coordinator plays a vital role in communicating with our parent groups. This person sends out information through weekly email blasts, organizes the VIPS, and participates in our schoolwide parent groups, such as Viking Foundation and PTSA. Parents can also find information about involvement opportunities through the school's website and the websites for individual parent groups.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.5	1.4	2.4	2.5	2.3	3.6	10.7	9.7	9.1
Graduation Rate	96.9	97.3	93.8	94.2	94.8	89.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	93.0	87.6	88.7
Black or African American	87.5	80.4	82.2
American Indian or Alaska Native	85.7	80.8	82.8
Asian	99.1	91.9	94.9
Filipino	100.0	87.5	93.5
Hispanic or Latino	88.7	80.7	86.5
Native Hawaiian/Pacific Islander	100.0	85.7	88.6
White	93.4	90.9	92.1
Two or More Races	83.3	76.1	91.2
Socioeconomically Disadvantaged	100.0	99.1	88.6
English Learners	50.0	42.0	56.7
Students with Disabilities	69.6	41.5	67.1
Foster Youth	0.0	40.0	74.1

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.8	4.7	4.0	2.1	3.1	2.6	3.7	3.7	3.5
Expulsions	0.0	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Nine part time supervision aides led by one Assistant Principal of Supervision monitor the school grounds and locker room areas. Marina is a closed campus, and only juniors and seniors are allowed to go home for lunch, with parent permission. Fire, earthquake, and disaster drills are conducted at least twice a year, and Marina also has a city-wide coordinated disaster plan and participates in city-wide planning meetings and drills. Our school safety plan is updated and approved by our School Site Council each year. The key elements of this plan include an overall philosophy of preparation for disasters and unexpected occurrences. The safety plan for Marina High School represents a collaboration between school and city personnel, training to ensure the most up-to-date information and processes, the acquisition of equipment, and awareness/supervision both in and around our school site.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	24	25	45	28.0	26	15	50	28.0	26	26	43
Mathematics	31.0	9	22	44	31.0	15	14	46	29.0	15	25	42
Science	31.0	9	15	35	29.0	16	16	31	29.0	16	15	34
Social Science	30.0	10	21	33	28.0	15	20	35	29.0	15	17	40

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	2452
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.6	N/A
Library Media Services Staff (Paraprofessional)	.48	N/A
Psychologist	5.5	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	7.0	N/A
Other	1.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,636	\$2,336	\$8,300	\$94,941
District	N/A	N/A	\$8,092	\$91,486
Percent Difference: School Site and District	N/A	N/A	2.5	3.7
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	15.2	10.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Site and LCFF supplemental funds are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training for GATE/Advanced Placement differentiated instruction, teacher training to meet “highly qualified” status, and standards-based curriculum development and alignment.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,808	\$50,747
Mid-Range Teacher Salary	\$93,347	\$86,127
Highest Teacher Salary	\$116,237	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$159,032	\$150,286
Superintendent Salary	\$302,000	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	10	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	11	N/A
Science	12	N/A
Social Science	13	N/A
All courses	53	27.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The HBUHSD is recognized statewide for the quality of its curriculum which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects state standards, teacher recommendations, community needs, and the needs of all students as they pursue post-secondary goals.

In addition to on campus activities which are attended by all instructional staff, the majority of MHS teachers participate in off campus training programs or workshops. The HBUHSD also promotes staff development through partnerships with UC Irvine, CSU Long Beach, the community colleges, Pivot Learning Partners, other district provided consultants, and a teacher training consortium in Huntington Beach. The emphasis is on college/career readiness, Common Core, technology and innovation, and all students graduating with a solid core of knowledge that will assist them in reaching their greatest potential and becoming responsible citizens.

Teachers at Marina High School are provided time to collaborate during Monday Planning Days and monthly Minimum Days. Departments create formative assessments and spend this time to analyze student data to drive instructional practices. A Professional Development Committee of teachers and administrators meets regularly to seek teacher feedback regarding professional development needs, to create professional development opportunities, to allocate resources for PD, and to plan schoolwide PD days before each semester.

All new teachers participate in the Teacher Induction Program to provide mentorship, support, and professional development during the first two years of teaching. Site professional development is also provided for new teachers.