



# Marina High School

298 Patton Parkway • Marina, CA 93933 • (831) 583-2060 • Grades 9-12

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<https://mahs.mpusd.net/>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Monterey Peninsula Unified School District

700 Pacific St.  
Monterey, CA 93942-1031  
(831) 645-1200  
[www.mpusd.net](http://www.mpusd.net)

#### District Governing Board

Mr. Tom Jennings, President

Ms. Wendy Root Askew

Ms. Debra Gramespacher, Vice  
President Clerk

Dr. Bettye Lusk

Ms. Alana Myles

Dr. Amanda Whitmire

#### District Administration

Dr. PK Diffenbaugh  
**Superintendent**

Cresta McIntosh  
**Associate Superintendent  
Educational Services**

Beth Wodecki  
**Assistant Superintendent  
Secondary**

Dr. Manny Nuñez  
**Assistant Superintendent Human  
Resources**

Ryan Altemeyer  
**Associate Superintendent Business  
Services**

Marci McFadden  
**Chief of Communications and  
Engagement**

Donnie Everett  
**Assistant Superintendent Multi  
Tiered Systems of Support**

### Principal's Message

Located at 298 Patton Parkway Drive in the city of Marina, California, Marina High School is one of three comprehensive high schools in the Monterey Peninsula Unified School District. Formerly the site of Patton Elementary School, which closed due to the closure of Fort Ord, Marina High opened in August, 2006 and remains the smallest of the district's three high schools. The city of Marina itself encompasses 9,000 acres and is primarily suburban.

Presently, Marina High School hosts grades 9 - 12, totaling 585 scholars. This year Marina High School will have its 11th graduating class. Marina High School is in its 13th year of operation. Our scholars represent a population with varied cultural, economic, and educational backgrounds. The community from which most of the scholars come has been referred to as one of the top-ten most diverse populations in the United States based on its size.

We offer rigorous college prep and advanced courses for all our scholars, including those with special needs. We have developed a successful inclusion program to accommodate our special needs scholars as well as other educational pathways to accommodate different learning styles. Our mission at Marina High School is to engage and inspire all scholars with life-changing opportunities through interdisciplinary rigorous academics, career technical education, collaborative work-based learning, and access to college-level courses, while preparing them to be leaders of sustainability in a global society and economy. Scholars are able earn college credit while attending high school and can earn general education credits that are transferable to a CSU and UC. To this end, the graduates of Marina High school will be efficacious, worldly-wise, adaptable and influential and seniors must present a senior portfolio at the end of their senior year in front of community members, Marina High School staff, and underclassmen.

We are a fully accredited academic institution authorized by the Western Association of Schools and Colleges. The challenge we face each year as a growing school is to continue to provide a rich and varied curriculum with a small but growing teaching force, meeting the needs of all scholars. We will be working with our parents, community, local colleges, Career Technical Education (CTE) offerings (including a hospitality and culinary pathway and a health and wellness pathway), and other educational groups to provide new courses, including AP-level courses, community college courses, as well as needed intervention classes and school enrichments. We are the Marina Mariners and our motto is Navigating the Future. Success for all is our ultimate destination. We invite you to come on board and navigate with us.

Rebecca Tyson  
Principal

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	179
Grade 10	136
Grade 11	124
Grade 12	145
<b>Total Enrollment</b>	<b>584</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.9
Asian	7.7
Filipino	8.7
Hispanic or Latino	48.6
Native Hawaiian or Pacific Islander	3.6
White	18.7
Two or More Races	5.5
Socioeconomically Disadvantaged	65.8
English Learners	10.3
Students with Disabilities	12
Foster Youth	0.5
Homeless	7.7

## 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 for Marina High School	17-18	18-19	19-20
With Full Credential	25	19	24
Without Full Credential	1	3	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Marina High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

\* 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 2019-20)

Monterey Peninsula Unified School District held a public hearing on August 2019, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>2009, Public Speaking: Concepts &amp; Skills for a Diverse Society - Adopted 2010                      Holt, Holt Literature and Language Arts - Adopted 2010                      Holt, Elements of Literature World Literature - Adopted 2010                      Prentice Hall Literature Series - Adopted 2007                      Holt 2009, Holt Literature and Language Arts: Third Course - Adopted 2012                      English 3D Kate Kinsella - Adopted 2011                      Scholastic Read 180 - Adopted 2013                      Teacher-Developed Units of Study Supplement - Adopted 2016                      MPUSD created Units of Study                      Instructional Materials reviewed August 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>AGS Life Skills Math Mathematics, Pearson 2008                      AGS Consumer Mathematics Mathematics, Pearson 2008                      AGS Math for the World of Work Mathematics, Pearson 2008                      Pre-Integrated Course I 2014                      Carnegie Math Integrated Course 1, Vol1/Vol2 2014                      Cole, Single Variable Essential Calculus 2012                      McDougal Littell California Series, Algebra 2 Mathematics 2008                      Prentice Hall, Calculus AP Mathematics 2008                      Addison Wesley, Precalculus Mathematics 2008                      Prentice Hall, Geometry, California Edition Mathematics 2008                      Glencoe/McGraw Hill, Geometry: Concepts, Skills... Mathematics 2008                      Brooks/Cole Cengage Learning, Introduction to Statistics &amp; Data Analysis 2007 and 2012 (AP)                      Harcourt Brace, Harcourt Mathematics Program 2008                      McDougal Littell, Mathematics Course 1&amp;2 Concepts and Skills 2008                      Teacher-Developed Units of Study Supplement - Adopted 2016                      Instructional Materials reviewed August 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>Prentice Hall 2006, Biology - Adpoted 2007                      Addison-Wesley 2005, Biology Concepts and Connections - Adopted 2007                      McDougal Littell 2007, World of Chemistry - Adpoted 2007                      Prentice Hall, Chemistry: The Central Science                      Holt, Rinehart &amp; Winston 2007, Earth Science 2007                      McGraw-Hill 2007, Introduction to the World's Ocean 9th Edition - Adopted 2012                      Harcourt Inc 1998, Environment 2nd Edition - Adopted 2011                      McGraw-Hill 2010, Marine Biology 8th Edition - Adopted 2009 Current Publishing 2006, Life on an Ocean Planet - Adopted 2007                      Mosby Yearbook Publishing, Anthony's Textbook of Anatomy &amp; Physiology 16th Edition - Adopted 2001                      Holt, Rinehart &amp; Winston 2006, Physics - Adopted 2007                      Holt, Rinehart &amp; Winston 2007, Physics (Honors) - Adopted 2012                      Teacher-Developed Units of Study Supplement - Adopted 2016                      Instructional Materials reviewed August 2019</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	McDougal-Littell, World Geography and Cultures - Adopted in 2006 McGraw-Hill 2010, Human Geography: Landscapes of Human Activities 11th Edition - Adopted in 2012 McDougal-Littell, The Americans: Reconstruction to the 21st Century - Adopted in 2006 Houghton Mifflin Co., The American Pageant: A History of the Republic - Adopted in 2006 Houghton Mifflin Co., The Earth and Its Peoples: A Global History (AP Edition) - Adopted in 2011 McDougal-Littell, Patterns of Interaction - Adopted in 2006 McGraw-Hill/Glencoe, US Government: Democracy in Action - Adopted in 2006 Pearson/Longman 2009, Government in America: People, Politics, and Policy - Adopted in 2011 McGraw-Hill/Glencoe, Principals and Practices - Adopted in 2006 Prentice Hall, Principles in Action - Adopted in 2006 McGraw-Hill, Understanding Psychology - Adopted in 2006 McGraw-Hill, Sociology and You - Adopted in 2006 Teacher-Developed Units of Study Supplement - Adopted 2016 Instructional Materials reviewed August 2017 MPUSD created Units of Study Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Glencoe/McGraw-Hill, Bon Voyage! - Adopted 2003 Poemes Pour Le Cours, En Mouvement - Adopted 2003 McGraw-Hill, In Giro per L'Italia - Adopted 2003 McDougal Littell, ¡En Espanol! - Adopted 2003 McDougal Littell 2003, Abriendo Puertas: antologia de literature en Espanol Tomo 1 y 2 - Adopted 2011 Longman 1993, Una vez mas 2nd Edition - Adopted 2011 Holt Rinehart & Winston 1997, Encuentros: Primer y Segundo Curso - Adopted 2011 Pearson/Prentice-Hall 2007, AP Spanish: Preparing for the Language Examination 3rd Edition - Adopted 2011 Pearson/Prentice-Hall 2003, Momentos Cumbres de las Literaturas Hispánicas - Adopted 2011 Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Glencoe, Health - Adopted 2006 Pearson/AGS Globe, Life Skills - Adopted 2008 Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Hands-on, project-based visual and performing arts, Band, Orchestra, Chorus <b>The textbooks listed are from most recent adoption:</b> Yes

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

Many school bond projects are underway. Visit [www.mpusd.net](http://www.mpusd.net) and search for Measure I & P Dollars at Work for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: June 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**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 ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	62	49	39	37	50	50
Math	38	28	27	26	38	39

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 Science for All Students**

**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
9	25.6	12.5	22.6

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	117	110	94.02	49.09
Male	46	42	91.30	38.10
Female	71	68	95.77	55.88
Black or African American	--	--	--	--
Asian	12	12	100.00	66.67
Filipino	14	12	85.71	75.00
Hispanic or Latino	51	47	92.16	38.30
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	65.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	74	94.87	41.89
English Learners	18	15	83.33	13.33
Students with Disabilities	12	11	91.67	18.18
Homeless	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	110	94.02	28.18
Male	46	43	93.48	34.88
Female	71	67	94.37	23.88
Black or African American	--	--	--	--
Asian	12	12	100.00	41.67
Filipino	14	12	85.71	58.33
Hispanic or Latino	51	49	96.08	16.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	76	97.44	21.05
English Learners	18	15	83.33	6.67
Students with Disabilities	12	11	91.67	0.00
Homeless	--	--	--	--

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.

### 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 2019-20)

The parents and community are an integral part of Marina High School. There has been consistent support from the PTSA, the Booster Club, community groups, and the City of Marina. From fundraising to campus beautification, many take part in the ongoing building and development of Marina High School. The parents' group continues to support all of the activities of the school year from opening day to end-of-the-year celebrations.

Parents are encouraged to join the School Site Council/English Language Advisory Committee, Booster Club, and PTSA. For more information on how to become involved at Marina High, please contact Monica Avilez at (831) 583-2060.

#### 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.

#### School Safety Plan

The safety and well being of scholars and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the parent community planning committee, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at [www.mpusd.net](http://www.mpusd.net).

Highlight's of this school's plan are detailed below.

Two campus liaisons, two campus monitors, and two administrators are on campus a minimum of 30 minutes before and after school. Access points are monitored before and after school both in real-time and via cameras. All visitors must sign in at the office. Marina High School has a healthy, working relationship with the Marina Police Department and the local authorities are responsive when contacted. Our approach is to be proactive instead of reactive.

We revise our School Safety Plan annually or as needed. The crisis management plan includes procedures for emergencies, exit routes, staff emergency assignments, site maps, shut-off valve locations, scholar information, and emergency supplies. It is located in the main office. The plan is shared with the school staff; each member has a special condensed operations folder with updated scholar class lists to refer to. Earthquake, fire drills and ALICE drills are performed each semester. Most of the staff has been trained in CPR and we have a defibrillator onsite, which staff has also been trained to use.

The School Safety Plan also includes a discipline plan with procedures. As part of the plan, organizations exist on campus to aid in the creation of a positive school climate and culture. Some of these groups include Link Crew, Leadership, National Coalition Building Institute (NCBI), My Strength, and My Life. These groups empower scholars to become a vital part of the building and maintenance of a positive school environment.

This is our ninth year implementing the Positive Behavior Intervention Support (PBIS) program. This program encourages scholars to make positive choices and to change the culture on campus in a positive manner. This is our second year partnering with Restorative Justice, with all staff members being trained. We regularly use Restorative Justice circles in classrooms and Restorative Justice mediation to resolve conflicts on campus. We employ a discipline tracking system to monitor successes and gauge needed modifications. Data shows that scholar discipline declines throughout the year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.0	5.0	5.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	292.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

\* 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.



### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	7	15	2	26	8	8	7	29	4	9	8
Mathematics	27	5	9	5	25	9	10	6	29	3	10	5
Science	28	2	11	4	28	2	8	5	31	1	8	7
Social Science	31	3	5	10	26	5	11	8	27	8	7	7

\* 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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The major areas of professional development for teachers in 2016-17 included the following:

- Writing effective learning goals and objectives
- Lesson design including Gradual Release of Responsibility
- Instructional Leadership Team
- Positive Behavior Intervention Support
- Learning Walks to promote positive school culture and climate

The major areas of professional development for teachers in 2017-18 included the following:

- Differentiated grading practices
- AVID Strategies: Writing, Inquiry, Collaboration, Organization, Reading
- English Language Development Strategies: Sentence frames, productive partnering, and academic language
- Positive Behavior Intervention Support
- Learning Walks to promote positive school culture and climate
- Interdisciplinary Project Based Learning

The major areas of professional development for teachers in 2018-19 included the following:

- Interdisciplinary Project Based Learning through Linked Learning strategies
- Work based learning
- Positive Behavior Intervention Support, to include bringing Restorative Justice practices into the classroom and across campus
- Learning Walks to promote positive school culture and climate

Professional development was delivered through all staff sessions during monthly staff meetings and professional development meetings and weekly Professional Learning Committees (PLC).

Teachers were supported during implementation by the site's administration, a coach, and vetted staff.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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

Rate for Marina High School	2015-16	2016-17	2017-18
Dropout Rate	2.5	1.5	4.7
Graduation Rate	96.6	91.6	89.1

Rate for Monterey Peninsula Unified	2015-16	2016-17	2017-18
Dropout Rate	3.9	4.4	5.3
Graduation Rate	93.8	88.4	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	244
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	17%

**Career Technical Education Programs**

In the 2016-17 school year, Marina High School offered two CTE pathways: Culinary and Digital Media Arts. Classes in both programs followed the CTE state standards that included guest speakers, field study, and development of a professional portfolio. The courses in the Culinary pathway included Introduction to Hospitality, Culinary, and Advanced Culinary. The courses in the Digital Media Arts pathway included Art in the Digital Age, Digital Photography, and Computer Graphic Design. Students in the Digital Media Arts pathway consistently used the course as a way to complete projects that were assigned in other classes. Courses in the two pathways are open to all students including English Learners and students with special needs.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6,115	35	6,080	65,609
District	N/A	N/A	8,757	
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-36.1	-1.2
School Site/ State	-26.5	-26.3

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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.72
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	65.52

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	11	27.4

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

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

In the 2017-2018 school year, Marina High School dissolved the Digital Media Arts pathway and Culinary pathway and added the Hospitality, Tourism, and Recreation pathway and Health and Wellness pathway. This decision was made due to an analysis of the labor projections and the new direction of the school regarding our Early College and Career model. The courses in the Culinary pathway were Introduction to Hospitality and Culinary 1. The course in the Health and Wellness pathway was Introduction of Health Careers.

In the 2018-19 school year, the school continued to expand and enhance its Career Technical Education (CTE) programs and focus on Work Based Learning. This school year all 10th grade scholars were part of a mentoring program and were mentored monthly during the fall semester by community volunteers. Scholars part of the two CTE pathways conducted job shadows and some participated in internships.

#### **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).

#### **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.