



Marina High School

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

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Monterey Peninsula Unified School District

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District Governing Board

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Dr. Jon Hill, Clerk Vice President
Ms. Wendy Root Askew
Ms. Debra Gramespacher
Dr. Bettie Lusk
Ms. Alana Myles
Dr. Amanda Whitmire

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Educational Services**
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Engagement**

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 550 scholars. This year Marina High School will have its 10th graduating class. Marina High School is in its 12th year of operation. Our scholars represent a population with varied cultural, economic, and educational backgrounds. The community from which most of the scalars come is often referred to as one of the top-ten most diverse populations in the United States.

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. Students are able earn college credit while attending high school and even graduate with an Associate of Arts degree. To this end, the graduates of Marina High school will be efficacious, worldly-wise, adaptable and influential.

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, tourism and recreation 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	141
Grade 10	140
Grade 11	151
Grade 12	125
Total Enrollment	557

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.7
Asian	10.1
Filipino	7.7
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	3.6
White	19.2
Socioeconomically Disadvantaged	68.9
English Learners	10.1
Students with Disabilities	11.3
Foster Youth	0.0

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			
Marina High School	16-17	17-18	18-19
With Full Credential	26	25	19
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Marina High School	16-17	17-18	18-19
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)

Monterey Peninsula Unified School District held a public hearing on August 2018, 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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2009, Public Speaking: Concepts & 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 Instructional Materials reviewed August 2017 MPUSD created Units of Study Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	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 CAHSEE Success 2005 Brooks/Cole Cengage Learning, Introduction to Statistics & Data Analysis 2007 and 2012 (AP) Harcourt Brace, Harcourt Mathematics Program 2008 McDougal Littell, Mathematics Course 1&2 Concepts and Skills 2008 Teacher-Developed Units of Study Supplement - Adopted 2016 Instructional Materials reviewed August 2017 Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<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 & 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 & Physiology 16th Edition - Adopted 2001 Holt, Rinehart & Winston 2006, Physics - Adopted 2007 Holt, Rinehart & Winston 2007, Physics (Honors) - Adopted 2012 Teacher-Developed Units of Study Supplement - Adopted 2016 Instructional Materials reviewed August 2017 Instructional Materials reviewed August 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>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 Peason/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 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>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 Perason/Prentice-Hall 2003, Momentos Cumbres de las Literaturas Hispanicas - Adopted 2011 Instructional Materials reviewed August 2017 Instructional Materials reviewed August 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Glencoe, Health - Adopted 2006 Pearson/AGS Globe, Life Skills - Adopted 2008 Instructional Materials reviewed August 2017 Instructional Materials reviewed August 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit www.mpusd.net 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 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	49.0	62.0	38.0	39.0	48.0	50.0
Math	24.0	38.0	27.0	27.0	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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	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.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.4	22.4	13.4

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	138	134	97.10	61.94
Male	75	73	97.33	56.16
Female	63	61	96.83	68.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	69.23
Filipino	13	13	100.00	84.62
Hispanic or Latino	70	68	97.14	48.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	76.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	91	95.79	53.85
English Learners	24	23	95.83	8.70
Students with Disabilities	--	--	--	--

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 2017-18 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	138	133	96.38	38.35
Male	75	73	97.33	34.25
Female	63	60	95.24	43.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.31	58.33
Filipino	13	13	100	84.62
Hispanic or Latino	70	68	97.14	29.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	28.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	90	94.74	32.22
English Learners	24	22	91.67	4.55
Students with Disabilities	--	--	--	--

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 2018-19)

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.

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

Two campus liaisons, two campus monitors, and three 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. The area is patrolled regularly by the Marina Police Department and the local authorities are very responsive when contacted.

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 eight 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. We are proud to announce that this year we have embarked on practicing Restorative Justice on campus, with a variety of staff being trained and implementing regularly. 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.2	7.0	5.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	4.0
Other	3.0
Average Number of Students per Staff Member	
Academic Counselor	384

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	26.0	26.0	10	7	8	9	15	8	7	2	7
Mathematics	30.0	27.0	25.0	2	5	9	9	9	10	7	5	6
Science	31.0	28.0	28.0	1	2	2	5	11	8	9	4	5
Social Science	30.0	31.0	26.0	2	3	5	7	5	11	9	10	8

* 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

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
- Work based learning
- Positive Behavior Intervention Support
- 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 and vetted staff.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$47,547
Mid-Range Teacher Salary	\$65,733	\$74,775
Highest Teacher Salary	\$97,355	\$93,651
Average Principal Salary (ES)	\$100,517	\$116,377
Average Principal Salary (MS)	\$104,946	\$122,978
Average Principal Salary (HS)	\$114,217	\$135,565
Superintendent Salary	\$206,150	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,976	\$520	\$5,456	\$58,713
District	◆	◆	\$8,489	\$68,002
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-43.5	-14.7
Percent Difference: School Site/ State			-26.5	-26.3

* Cells with ◆ 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

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)			
Marina High School	2014-15	2015-16	2016-17
Dropout Rate	3.9	2.5	1.5
Graduation Rate	90.7	96.6	91.6
Monterey Peninsula Unified School	2014-15	2015-16	2016-17
Dropout Rate	3.8	3.9	4.4
Graduation Rate	92.8	93.8	88.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	52.1

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	3	♦
Fine and Performing Arts	5	♦
Foreign Language	1	♦
Mathematics	3	♦
Science	1	♦
Social Science	6	♦
All courses	19	36.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	88.8	88.9	88.7
Black or African American	80.0	85.2	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	85.7	91.7	94.9
Filipino	100.0	97.1	93.5
Hispanic or Latino	85.5	86.0	86.5
Native Hawaiian/Pacific Islander	100.0	90.5	88.6
White	92.3	92.9	92.1
Two or More Races	100.0	94.3	91.2
Socioeconomically Disadvantaged	89.5	90.6	88.6
English Learners	71.4	57.4	56.7
Students with Disabilities	100.0	73.0	67.1
Foster Youth	100.0	50.0	74.1

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.

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 continues to expand and enhance on its career technical education programs.

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.