

Marina High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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@hbuhdsd.edu
Web Site	www.hbuhdsd.edu

School Description and Mission Statement (School Year 2016-17)

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.

We support this mission through the implementation of a district-wide Strategic Plan that was collaboratively developed by parents, students, teachers, classified staff, and administrators. This plan focuses 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 the Strategic Plan so that our mission becomes 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: 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 2015-16)

Grade Level	Number of Students
Grade 9	625
Grade 10	606
Grade 11	570
Grade 12	607
Total Enrollment	2,408

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	3.9
Asian	18.6
Filipino	1.7
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	0.7
White	50.6
Two or More Races	2.2
Socioeconomically Disadvantaged	18.9
English Learners	3.5
Students with Disabilities	8.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	99	101	99	663
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	4	3	4	49

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.3	1.7
All Schools in District	98.8	1.2
High-Poverty Schools in District	98.2	1.8
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	Instructional materials and textbooks used in the district are current and are educationally sound. 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%
Science	Instructional materials and textbooks used in the district are current and are educationally sound. 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	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%
Foreign Language	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%
Health	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%
Visual and Performing Arts	Instructional materials and textbooks used in the district are current and are educationally sound. 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 new fire system batteries were installed in the admin building, the gym, the 300 building, and the 200 building. In addition, the riser system was recently remodeled in the campus Black Box Theatre. Staff members can easily submit service requests through the online service request system, and issues are addressed in a timely manner.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/6/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/6/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	73	74	75	76	44	48
Mathematics	47	58	48	52	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	568	530	93.3	74.1
Male	11	304	285	93.8	70.4
Female	11	264	245	92.8	78.4
American Indian or Alaska Native	11	34	31	91.2	58.1
Asian	11	110	108	98.2	86.9
Hispanic or Latino	11	109	100	91.7	67.7
White	11	270	251	93.0	75.0
Two or More Races	11	13	10	76.9	60.0
Socioeconomically Disadvantaged	11	95	91	95.8	62.2
English Learners	11	17	13	76.5	15.4
Students with Disabilities	11	43	40	93.0	28.2

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	568	542	95.4	57.9
Male	11	304	293	96.4	61.6
Female	11	264	249	94.3	53.4
American Indian or Alaska Native	11	34	32	94.1	43.8
Asian	11	110	109	99.1	81.7
Hispanic or Latino	11	109	102	93.6	46.1
White	11	270	259	95.9	54.6
Two or More Races	11	13	10	76.9	40.0
Socioeconomically Disadvantaged	11	95	91	95.8	48.4
English Learners	11	17	15	88.2	46.7
Students with Disabilities	11	43	40	93.0	12.5

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	69	64	71	73	70	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	604	580	96.0	64.0
Male	325	313	96.3	62.0
Female	279	267	95.7	66.3
Asian	122	120	98.4	80.8
Filipino	12	12	100.0	58.3
Hispanic or Latino	126	121	96.0	53.7
White	307	293	95.4	63.1
Socioeconomically Disadvantaged	136	131	96.3	50.4
English Learners	17	15	88.2	6.7
Students with Disabilities	60	57	95.0	43.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Marina High School offers seven programs of study 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 Automotive, Construction, Culinary Arts, E-Commerce, Fashion, Video Game Development, and Web Design. 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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	705
% of pupils completing a CTE program and earning a high school diploma	91.97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	9%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.56
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	56.2

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.3	17.8	54.3

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.30	1.70	1.50	2.80	2.30	2.50	11.40	11.50	10.70
Graduation Rate	95.37	95.94	96.92	93.08	94.06	94.21	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	91	87	86
Black or African American	100	88	78
American Indian or Alaska Native	80	86	78
Asian	92	92	93
Filipino	88	85	93
Hispanic or Latino	89	79	83
Native Hawaiian/Pacific Islander	100	89	85
White	95	90	91
Two or More Races	71	77	89
Socioeconomically Disadvantaged	56	49	66
English Learners	36	49	54
Students with Disabilities	88	83	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.6	3.8	2.8	1.8	2.1	4.4	3.8	3.7
Expulsions	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 twice a year, and participation in the citywide disaster drill occurs each October. 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.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	27	32	19	53	28	22	24	47	28	22	24	47
Mathematics	30	14	23	48	29	16	24	40	29	16	24	40
Science	24	28	11	44	32	6	17	36	32	6	17	36
Social Science	28	18	10	46	28	15	21	35	28	15	21	35

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	2387
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	.166	N/A
Library Media Services Staff (Paraprofessional)	.9192	N/A
Psychologist	2.5	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	7	N/A
Other	3	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,650	0	\$9,650	\$91,005
District	N/A	N/A	\$9,650	
Percent Difference: School Site and District	N/A	N/A	0.0	2.5
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	60.8	12.1

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,184
Mid-Range Teacher Salary	\$88,671	\$75,179
Highest Teacher Salary	\$110,499	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$152,521	\$137,939
Superintendent Salary	\$291,843	\$217,637
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	9	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	11	N/A
Science	9	N/A
Social Science	12	N/A
All courses	46	.6

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, 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.