

Culver City High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Culver City High School
Street	4401 Elenda St.
City, State, Zip	Culver City, CA 90230-4101
Phone Number	(310) 842-4200
Principal	Lisa Cooper
E-mail Address	lisacooper@ccusd.org
Web Site	www.cchs.ccusd.org
CDS Code	19-64444-1932201

District Contact Information	
District Name	Culver City Unified School District
Phone Number	(310) 842-4220
Superintendent	Leslie Lockhart
E-mail Address	leslielockhart@ccusd.org
Web Site	www.ccusd.org

School Description and Mission Statement (School Year 2017-18)

Mission Statement:

Culver City High School is a diverse, engaged and caring academic community that embraces the unique identity of each individual and their contributions to our shared experience. We believe in providing opportunities that cultivate and foster self-discovery through Academics, Activities, Arts, and Athletics. Students and staff are challenged to reach their full potential while building positive relationships and engaging in meaningful learning experiences to become contributing members of our community and beyond. #CentaurPride #CulverPride

Culver City High School is located in the heart of Culver City, nestled in among a residential neighborhood bordering the Ballona Creek. Sony Pictures Studios is the largest neighboring industry, and has been a valued business partner for the school. The partnership has fostered the development of the CCHS Academy of Visual and Performing Arts and the development of career technical education courses with a focus on media. Five school-wide goals serve as the focus for our staff:

1. All students will graduate.
2. All students will be proficient in ELA and Math.
3. All students will be college/career ready.
4. All students in 9th grade will earn 60 credits.
5. All students will participate in athletics and / or extra-curricular activities.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	524
Grade 10	553
Grade 11	496
Grade 12	503
Total Enrollment	2,076

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	20.2
American Indian or Alaska Native	0.4
Asian	10.3
Filipino	2.1
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	0.4
White	24.8
Two or More Races	3.2
Socioeconomically Disadvantaged	35.3
English Learners	3.5
Students with Disabilities	7.9
Foster Youth	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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	89	89	87	398
Without Full Credential	0		0	
Teaching Outside Subject Area of Competence (with full credential)			0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: September, 2013

Culver City High School adheres to the district adopted grade 9-12 curricula that follows the California State Content Standards. Students are provided instruction at their grade level with adjustments made for those who are struggling or are above grade level. Student academic progress is assessed throughout the year using departmental and district benchmark assessments.

Reading and composition are areas of focus in all subject areas. CCHS implemented the school-wide writing initiative designed to give all students more opportunities to develop their writing skills in a variety of subject areas. Other support programs include Algebra Support class, Team 9/10/11 mentor classes, Centaur Plus (during the school day intervention time) as well as before and after school tutoring.

English Language Development (ELD) students receive specialized instruction in both self-contained EL classes and SDAIE classes. CCHS also offers the AVID program to assist targeted students in grades 9-12.

CCHS offers 29 Advanced Placement and Honors classes in addition to a wide array of elective course offerings through the Career Technical Education (CTE). Our students also have the unique opportunity to participate in the Academy of Visual and Performing Arts (AVPA), which provides students with access to college courses taught on our campus. AVPA incorporates all disciplines including painting and drawing, chorus, dance, film, music, and theater.

Technology is an integral component of instruction at Culver City High School. Our students and teachers have access to four on-site labs. In addition to their classroom computers, CCHS teachers also have access to three laptop carts or computers on wheels (COWS) which allow them to turn the classroom into a computer lab.

Culver City High School is providing professional development to assist teachers as California schools move towards full implementation of the Common Core Standards in 2014-15.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English English 9, 10, 11, 11AP, 12 (2000)	Yes	0%
Mathematics	Math Trig (2000) Calculus (2000) Algebra I (2000) Algebra II (2000) Geometry (2000) Finite Math (2005) Business Math (2004) Statistics (2015)	Yes	0%
Science	Science Earth Science (2006) Physics (2006) Biology (2006) Chemistry (2006) AP Biology (2005) AP Physics (2004) Physiology (2006)	Yes	0%
History-Social Science	Social Science World History (2005) American/US History (2005) Economics (2005) Government (2005) AP US History (2005) AP Macroeconomics(2014)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Spanish Spanish 1 (2013) Spanish 2 (2013) Spanish 3 (2013) Spanish 2 Imm/Nat (2000), Spanish 3 Imm/Nat (2000) AP Spanish Language (2001) AP Spanish/SS Lit 5 (2002) French French 1 (2000) French 2 (2000) French 3 (2000) AP French Language IV (2006), Japanese Japanese 1 (2000) Japanese 2 (2000) Japanese 3 (2000) Japanese 4 (2002)	Yes	0%
Health	Health (2010)	Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			Principal's Office: W all and exterior door flaking and carpet worn. Repair wall and door. Telephone Server room: Holes in w all. Dryw all plaster repair. Various Classrooms: Holes in ceiling, stained ceiling tiles, graffiti, floors dirty. Repairs done during summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical: Electrical	X			Excessive storage near electrical units. Storage cleared away.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Some graffiti and floors dirty. Graffiti removed and floors cleaned
Safety: Fire Safety, Hazardous Materials	X			Combustibles near heater. Cleared away combustible materials. Storage near heater space. Cleared away storage material.
Structural: Structural Damage, Roofs	X			No Structural damage.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No problems.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	78	78	66	67	48	48
Mathematics (grades 3-8 and 11)	35	35	50	55	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	490	478	97.55	77.57
Male	239	231	96.65	77.39
Female	251	247	98.41	77.73
Black or African American	105	104	99.05	76.7
American Indian or Alaska Native	--	--	--	--
Asian	48	47	97.92	87.23
Filipino	17	17	100	82.35
Hispanic or Latino	179	175	97.77	69.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	116	95.87	88.79
Two or More Races	12	11	91.67	72.73
Socioeconomically Disadvantaged	177	171	96.61	70.76
English Learners	29	26	89.66	34.62
Students with Disabilities	39	38	97.44	31.58
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	490	476	97.14	35.16
Male	239	230	96.23	38.43
Female	251	246	98.01	32.11
Black or African American	105	105	100	23.81
American Indian or Alaska Native	--	--	--	--
Asian	48	45	93.75	66.67
Filipino	17	17	100	29.41
Hispanic or Latino	179	175	97.77	21.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	115	95.04	53.91
Two or More Races	12	11	91.67	45.45
Socioeconomically Disadvantaged	177	171	96.61	21.76
English Learners	29	28	96.55	14.29
Students with Disabilities	39	37	94.87	5.41
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	67	66	73	70	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

The Career Technical Education Programs at CCHS are found in the Academy of Visual and Performing Arts (AVPA) and in our Career Technical Education (CTE) pathways. AVPA provides students with access to college courses taught on our campus and incorporates the disciplines of painting and drawing, chorus, dance, film, music, and theater. The AVPA program includes a career emphasis and builds on the business partnerships available in Culver City, an area rich with entertainment industry resources. CTE offers a wide variety of hands-on courses, many of which are sequenced into career pathways. Industry Sector pathways offered included: Arts, Media, and entertainment; Health Science and Medical; Engineering and Architecture; and Information and Communication Technology.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	184
% of pupils completing a CTE program and earning a high school diploma	8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.2
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	63.3

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	2.9	20	74.3

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 State priority: Parental Involvement (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 2017-18)

The parents in the Culver City Unified School District are involved and interested in the operation of all schools. The Parent Teacher Student Associations assist in fund raising, scholarships, and assuring that communication flows between all schools and community. Parents serve on the School Improvement Council, the Booster Club, the English Learner Advisory Committee, the Academy of Visual and Performing Arts Foundation, School Site Council, and a number of other individual school site committees. Various business partners sponsor many special events for both students and parents. The Culver City Educational Foundation supports and enhances quality educational programs for every student in the Culver City Unified School District.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	7.4	3.4	4	9.4	4.3	5.5	11.5	10.7	9.7
Graduation Rate	91.78	96.45	95.4	89.52	95.37	93.66	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	94.59	93.29	87.11
Black or African American	93.69	92.24	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	98.31	94.42
Filipino	87.5	100	93.76
Hispanic or Latino	93.88	94.61	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	94	89.09	90.99
Two or More Races	87.5	87.5	90.59
Socioeconomically Disadvantaged	95.14	95.38	85.45
English Learners	42.86	50	55.44
Students with Disabilities	69.7	60.87	63.9
Foster Youth	0	0	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.2	2.6	3.1	1.5	1.1	1.4	3.8	3.7	3.6
Expulsions	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Safety Plan is updated yearly and presented to the Board of Education outlining the District's plan and purpose. There are essentially two components: School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district's priorities include: a) updating the individual school plans; b) providing curriculum in tolerance education, safe and drug free education, and tobacco use prevention; c) updating the physical environment; and d) developing a strategic plan. Each site has an emergency plan, updated yearly, with a clear set of procedures. The School Safety Plan is reviewed and approved by the School Site Council annually and communicated to all CCHS families via weekly newsletter. All school staff participate in a review of the plan and safety training.

The School Safety Plan is comprehensive and outlines protocols for all possible emergency scenarios. Evacuation and search and rescue procedures are practiced multiple times throughout the school year. All staff are assigned to specific emergency response teams and are trained to in their roles annually. CPR and First Aid training are available each year.

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 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	25	26	30	30	26	22	14	44	28	17	19	40
Mathematics	25	25	27	33	27	14	28	30	28	9	36	20
Science	29	5	41	11	27	12	38	16	28	7	45	12
Social Science	26	18	20	37	28	13	21	36	27	15	27	29

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	440
Counselor (Social/Behavioral or Career Development)	2	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5885.0	\$994.0	\$4890.0	\$68935.0
District	N/A	N/A	\$9491.0	\$74,671
Percent Difference: School Site and District	N/A	N/A	-2.9	-8.7
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-26.8	-13.1

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

Types of Services Funded (Fiscal Year 2016-17)
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,759	\$46,511
Mid-Range Teacher Salary	\$74,989	\$73,293
Highest Teacher Salary	\$92,858	\$92,082
Average Principal Salary (Elementary)	\$115,944	\$113,263
Average Principal Salary (Middle)	\$124,324	\$120,172
Average Principal Salary (High)	\$120,614	\$131,203
Superintendent Salary	\$230,000	\$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	4	N/A
All courses	18	32.4

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)

A Professional Development Steering Committee and leadership teams study student achievement, analyze needs, and identify areas for staff development. These identified needs become the focus of professional development for the following year for an ongoing comprehensive staff development program. This program includes district wide assistance to teachers on Common Core Standards, curriculum, special needs students, differentiation, EL students, the Alcohol, Tobacco, Other Drugs and Violence program (ATODV), technology, paraprofessional training are utilized for discussion on instruction such as classroom management. Professional development days have been utilized for discussion or instruction and assessment. New teachers have attended Los Angeles County workshops and the Beginning Teacher Support and Assessment program (BTSA) offerings. Literacy and Math specialists have also provided numerous workshops on adopted materials, pacing guides and assessment techniques. Culver City High School teachers participate in Wednesday all staff and department specific collaboration meetings dedicated to professional development led by site experts and by educational consultants. Teachers receive additional off-campus professional development in areas such as AVID and Advanced Placement strategies.

The Culver City Unified School District is also highly focused on the needs of our English Learner population. A professional development series on strategies for supporting English Learners has been offered to teachers from every school in the district. A team from Culver City High School attends the series and presents the strategies and information to the faculty at monthly meetings.