

Culver City High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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)

District Contact Information (School Year 2016-17)	
District Name	Culver City Unified
Phone Number	(310) 842-4220
Superintendent	Joshua Arnold
E-mail Address	josharnold@ccusd.org
Web Site	http://www.ccusd.org

School Contact Information (School Year 2016-17)	
School Name	Culver City High
Street	4401 Elenda St.
City, State, Zip	Culver City, Ca, 90230-4101
Phone Number	310-842-4200
Principal	Dr. Lisa Cooper, Principal
E-mail Address	lisacooper@ccusd.org
County-District-School (CDS) Code	19644441932201

Last updated: 1/30/2017

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

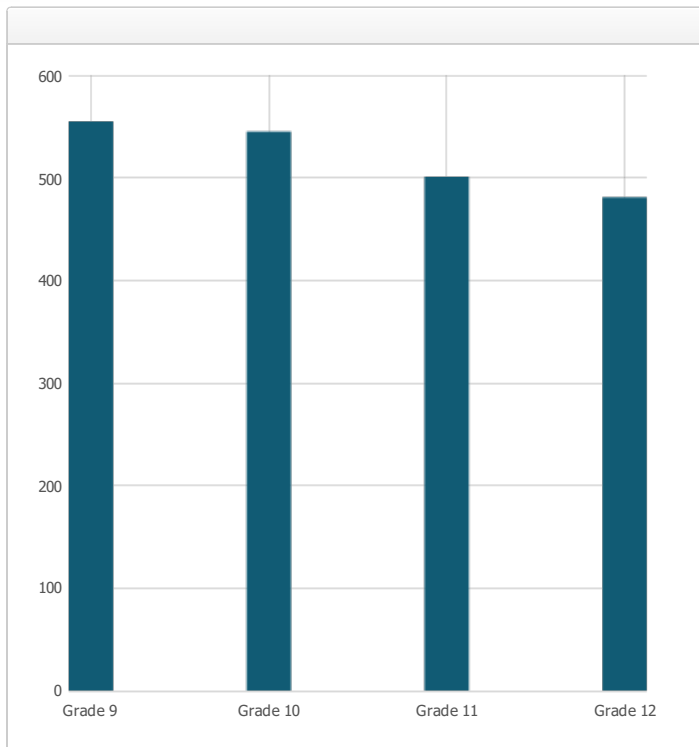
Culver City High School is a bastion of diversity where students of all backgrounds find comfort, safety, and acceptance. Our mission is to prepare students for life after high school. We focus on readiness; readiness for college, career, and life as an involved citizen in a rapidly changing society. We are driven by our desired student outcomes. All students will be adaptable problem-solvers, collaborative worker, involved citizens, self-guided achievers, critical thinkers, quality producers, and effective communicators. While we pride ourselves on a rigorous academic program with many honors and advanced placement options for students, we place equal emphasis on career exploration coursework, the arts, and athletic participation for students. 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 schoolwide 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.

Last updated: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	555
Grade 10	545
Grade 11	501
Grade 12	481
Total Enrollment	2082



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	21.4 %
American Indian or Alaska Native	0.5 %
Asian	10.4 %
Filipino	2.2 %
Hispanic or Latino	39.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	23.6 %
Two or More Races	2.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.5 %
English Learners	3.5 %
Students with Disabilities	7.2 %
Foster Youth	0.1 %

Last updated: 1/30/2017

A. Conditions of Learning

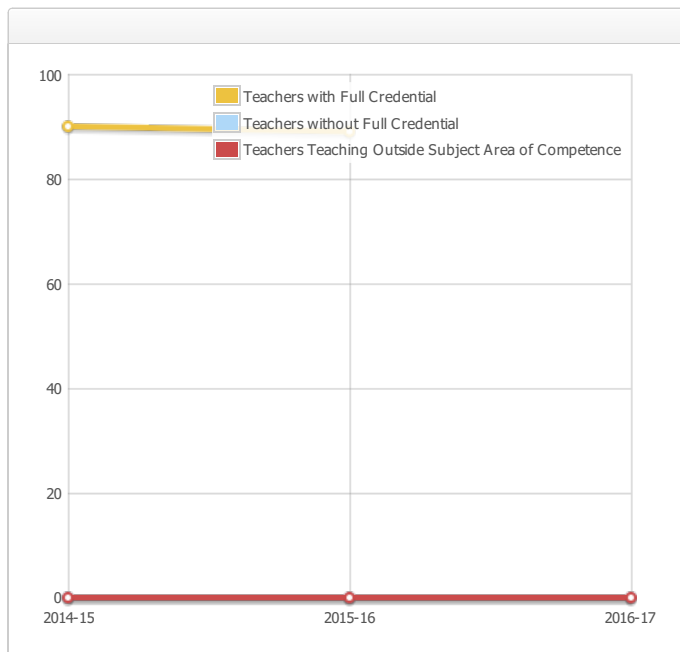
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	90	89		392
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2017

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.

Last updated: 1/30/2017

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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Last updated: 1/30/2017

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

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9, 10, 11, 11AP, 12 (2000)	Yes	0.0 %
Mathematics	Math Pre-Calculus(2015) Calculus (2016) Algebra I (2015) Algebra II (2015) Geometry (2015) Finite Math (2005) Business Math (2004) Statistics (2015)	Yes	0.0 %
Science	Science Earth Science (2006) Physics (2006) Biology (2008) Chemistry (2006) AP Biology (2005) AP Physics (2004) Physiology (2006)	Yes	0.0 %
History-Social Science	Social Science World History (2006) American/US History (2006) Economics (2006) Government (2006) AP US History (2015) AP Macroeconomics(2014)	Yes	0.0 %
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) Thèmes: AP French Language and Culture (2016)	Yes	0.0 %

Japanese			
Japanese 1 (2015)			
Japanese 2 (2000)			
Japanese 3 (2000)			
Japanese 4 (2002)			
Health	Health (2010)	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

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.

Last updated: 1/30/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
Interior: Interior Surfaces	Good	Principal's Office: Wall and exterior door flaking and carpet worn. Repair wall and door. Telephone Server room: Holes in wall. Drywall plaster repair. Various Classrooms: Holes in ceiling, stained ceiling tiles, graffiti, floors dirty. Repairs done during summer.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Various Classrooms: Dirty floors. Floors were cleaned
Electrical: Electrical	Good	Excessive storage near electrical units. Storage cleared away.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Some graffiti and floors dirty. Graffiti removed and floors cleaned
Safety: Fire Safety, Hazardous Materials		Combustables near heater. Cleared away combustible materials. Storage near heater space. Cleared away storage material.
Structural: Structural Damage, Roofs	Good	No Structural damage.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No problems.

Overall Facility Rate

Year and month of the most recent FIT report: April 2016

Overall Rating	Fair
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Last updated: 1/30/2017

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					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	78.0%	63.0%	66.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	40.0%	35.0%	48.0%	50.0%	34.0%	36.0%

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.

Last updated: 1/30/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	500	490	98.0%	78.2%
Male	233	227	97.4%	69.3%
Female	267	263	98.5%	85.8%
Black or African American	104	102	98.1%	72.0%
American Indian or Alaska Native	--	--	--	--
Asian	58	56	96.6%	82.1%
Filipino	--	--	--	--
Hispanic or Latino	203	200	98.5%	72.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	113	110	97.4%	90.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	195	98.5%	68.7%
English Learners	16	15	93.8%	--
Students with Disabilities	35	33	94.3%	40.6%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

Last updated: 1/11/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	500	486	97.2%	34.6%
Male	233	224	96.1%	31.5%
Female	267	262	98.1%	37.2%
Black or African American	104	100	96.2%	18.0%
American Indian or Alaska Native	--	--	--	--
Asian	58	56	96.6%	64.3%
Filipino	--	--	--	--
Hispanic or Latino	203	199	98.0%	19.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	113	111	98.2%	59.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	193	97.5%	22.9%
English Learners	16	15	93.8%	--
Students with Disabilities	35	31	88.6%	16.7%
Students Receiving Migrant Education Services	--	--	--	--
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 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.

Last updated: 1/11/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	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)	70.0%	67.0%	66.0%	75.0%	73.0%	70.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/11/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	531	516	97.2%	65.7%
Male	258	252	97.7%	69.4%
Female	273	264	96.7%	62.1%
Black or African American	115	114	99.1%	60.5%
American Indian or Alaska Native	--	--	--	--
Asian	53	47	88.7%	80.9%
Filipino	17	17	100.0%	94.1%
Hispanic or Latino	195	192	98.5%	52.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	130	125	96.2%	84.0%
Two or More Races	12	12	100.0%	41.7%
Socioeconomically Disadvantaged	191	187	97.9%	54.6%
English Learners	20	16	80.0%	31.3%
Students with Disabilities	44	42	95.5%	31.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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.

Last updated: 1/11/2017

Career Technical Education Programs (School Year 2015-16)

The Career Technical Education Programs at CCHS are found in the Academy of Visual and Performing Arts (AVPA) and in our Regional Occupation Program (ROP). 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 theatre. The AVPA program includes a career emphasis and builds on the business partnerships available in Culver City, an area rich with entertainment industry resources. ROP offers a wide variety of hands-on courses, many of which are sequenced into career pathways. These offerings include animation, culinary arts, digital photography, fashion design merchandising, robotics, sports therapy, sports medicine, and web design.

Last updated: 1/30/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	184
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	70.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/30/2017

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	95.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	59.4%

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

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

Last updated: 1/30/2017

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 2016-17)

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

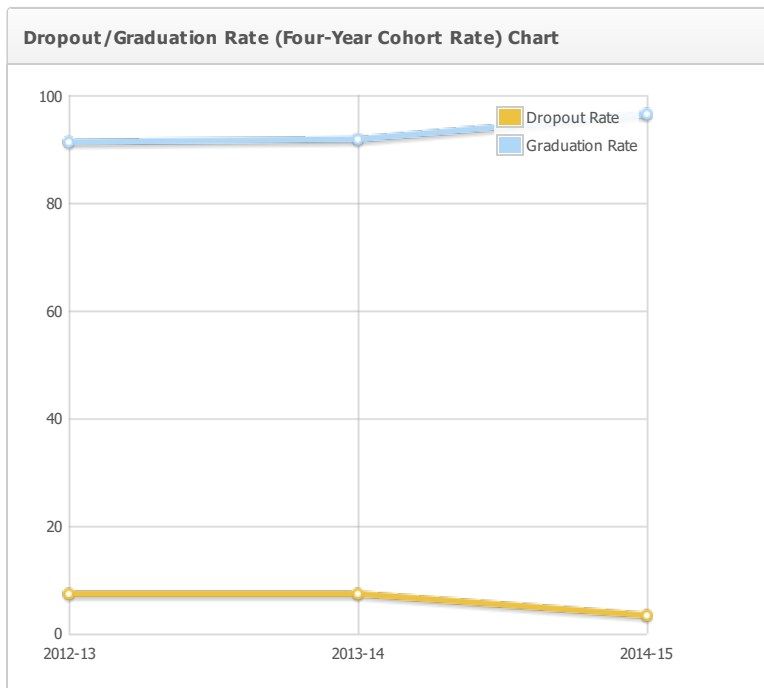
Last updated: 1/30/2017

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.4%	7.4%	3.4%	11.2%	9.4%	4.3%	11.4%	11.5%	10.7%
Graduation Rate	91.30	91.80	96.50	86.60	89.50	95.40	80.44	80.95	82.27



Last updated: 1/30/2017

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

Student Group	School	District	State
All Students	94	92	85
Black or African American	96	94	77
American Indian or Alaska Native	50	50	75
Asian	100	100	99
Filipino	75	75	97
Hispanic or Latino	92	89	84
Native Hawaiian or Pacific Islander	100	100	85
White	92	90	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	100	100	77
English Learners	27	28	51
Students with Disabilities	69	65	68
Foster Youth	--	--	--

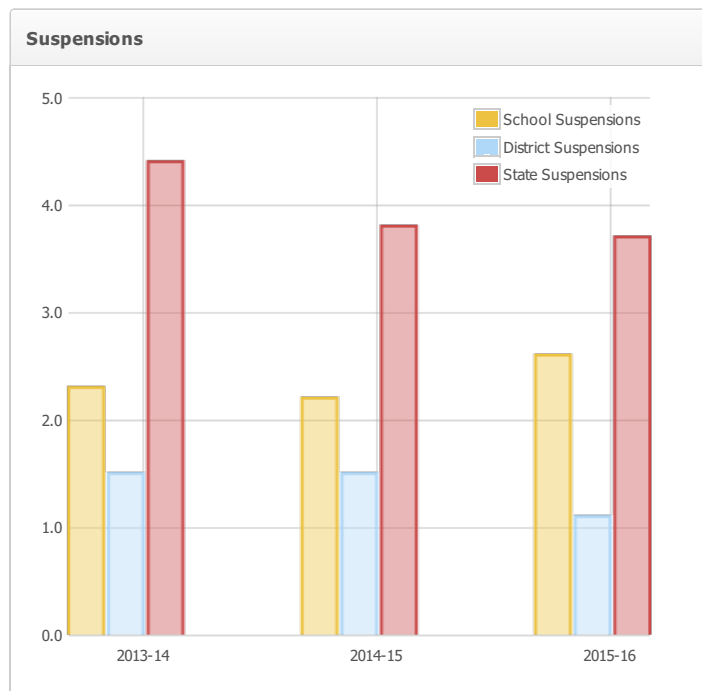
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.3	2.2	2.6	1.5	1.5	1.1	4.4	3.8	3.7
Expulsions	0.1	0.2	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

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. 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.

Last updated: 1/30/2017

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		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	75.0%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.4	2	27	10	28.4	9	34	11	24.0	12	21	25
Mathematics	28.2	5	26	15	28.0	8	35	23	28.4	8	29	25
Science	28.5	5	31	8	29.0	5	40	16	26.2	7	51	12
Social Science	28.3	20	25	2325	27.5	12	27	29	27.8	20	20	29

* 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.

Last updated: 1/30/2017

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	5.0	400.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	2.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	2.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5885.0	\$994.0	\$4890.0	\$68935.0
District	N/A	N/A	\$9491.0	\$71491.0
Percent Difference – School Site and District	--	--	75.0%	96.4%
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	--	--	1.1%	93.0%

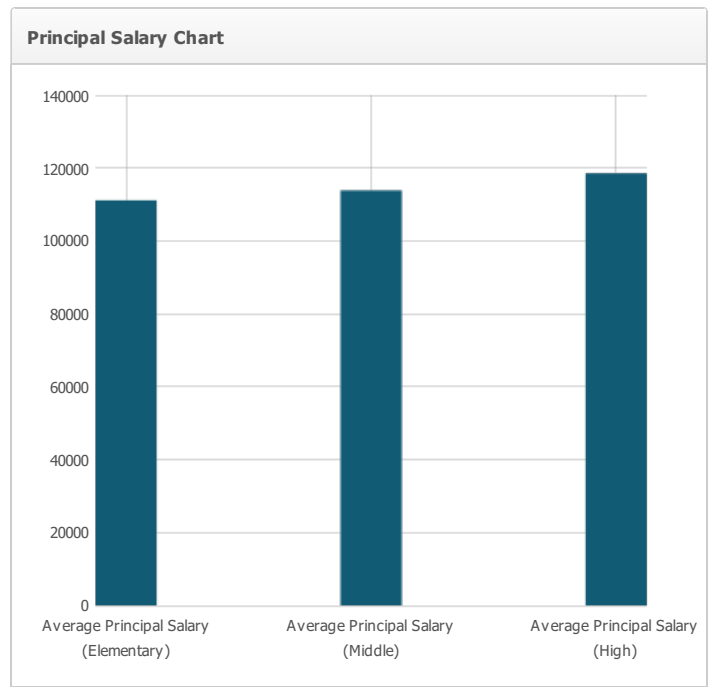
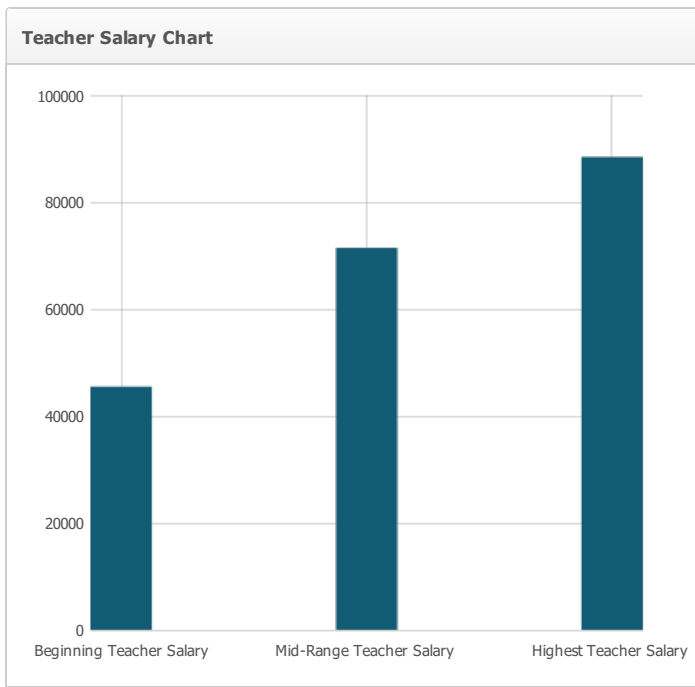
Note: Cells with N/A values do not require data.

Last updated: 1/6/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,485	\$43,821
Mid-Range Teacher Salary	\$71,418	\$69,131
Highest Teacher Salary	\$88,436	\$89,259
Average Principal Salary (Elementary)	\$111,134	\$108,566
Average Principal Salary (Middle)	\$113,856	\$115,375
Average Principal Salary (High)	\$118,567	\$125,650
Superintendent Salary	\$215,000	\$198,772
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/11/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All Courses	17	30.2%

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

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

Last updated: 1/11/2017

Professional Development

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.

Last updated: 1/30/2017