

El Cerrito Senior High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	El Cerrito Senior High School
Street	540 Ashbury Avenue
City, State, Zip	El Cerrito, CA 94530
Phone Number	(510) 231-1437
Principal	David Luongo
E-mail Address	dluongo@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=2022
CDS Code	07-61796-0732941

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

DESCRIPTION

This semi-urban school of 1,370 Grade 9-12 students is located in San Francisco's "East Bay" area just north of Berkeley. One of six comprehensive high schools in the West Contra Costa Unified School District, El Cerrito High School draws students from the communities of El Cerrito, Richmond, and Kensington. The school is accredited by the Western Association of Schools and Colleges.

Our student body is diverse, including 33% African Americans, 27% Latino, 20% Caucasians, 20% Asian. Approximately 20% of our students are Limited English Proficient and 13% are designated as Gifted and Talented. Approximately 11% of our students qualify for Special Education services and 50% of our students qualify for the free/reduced lunch program. The student-to-counselor ratio is 550-1.

MISSION

ECHS is a supportive academic community dedicated to helping all students develop pride, perseverance, and purpose in order to realize their collective and individual potential.

VISION

El Cerrito High School is committed to providing a rigorous, comprehensive, and meaningful education for all students. Our students, staff, and community will work collaboratively so that students will become independent learners who are problem solvers, forward thinkers, effective communicators, and self-directed citizens. The staff will function as a Professional Learning Community that works to accomplish the following:

1. We will provide all students with challenging learning experiences and a rigorous curriculum. In addition, we will focus instruction on the development of critical thinking and problem-solving skills. We will encourage active student inquiry and support acquisition of effective study skills and habits.
2. We will support the effective use of all forms of assessment to improve student learning. We will use assessment to measure proficiency, inform instruction, and provide students with a measure of their progress that relates to their educational goals.
3. We will help students develop and maintain a commitment to academic integrity and personal responsibility for their own education. We will celebrate student achievement and showcase it in the community. We will provide academic support and counseling to help students achieve their educational goals.
1. We will provide students with extended learning and service opportunities beyond the classroom.
4. We will foster student well-being and promote positive social and emotional development. We will promote the development of cultural awareness and cultural competency for all students and staff. We will encourage students to view themselves as resilient learners who demonstrate perseverance in all aspects of life.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	356
Grade 10	342
Grade 11	321
Grade 12	322
Total Enrollment	1,341

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	30.4
American Indian or Alaska Native	0.1
Asian	19.0
Filipino	3.1
Hispanic or Latino	27.5
Native Hawaiian or Pacific Islander	0.5
White	18.5
Two or More Races	0.7
Socioeconomically Disadvantaged	54.5
English Learners	12.8
Students with Disabilities	11.2

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	51	62	64	64
Without Full Credential	4	5	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.67	8.33
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

El Cerrito High School uses standards-based textbooks in all academic subject areas, in addition to supplemental materials, as needed. All students will have access to standards-based textbooks and will have a copy of this textbook for their use in class and at home. The core curriculum is based on California content standards and is designed to provide all students with a rigorous and enriching academic experience. In order to provide this experience to all students, teachers will use standards-based textbooks, but also include auxiliary materials to enrich the academic experience. Examples of auxiliary materials include, but are not limited to novels, laboratory materials, cultural regalia, and other appropriate materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: High Point Reading Intervention: READ 180.	Yes	0%
Mathematics	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe Advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus.	Yes	0%
Science	Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littell Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World McDougal Littell High School US History: The Americas McDougal Littell High School Economics: McDougal Littell Economics 2007 edition Prentice Hall Magrudar's American Governmet, American Government.	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) Pearson Prentice Hall: Realidades (Spanish 1,2,3)EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) Pearson Prentice Hall: Realidades (Spanish 1,2,3) Prentice-Hall: Latin: Ecce Romani Mirai, Cheng & Tsui: Japanese: Level 1 University of Hawaii: Japanese. 2 Learn Japanese University of Hawaii: Japanese. 3 Learn Japanese	Yes	0%
Health	Glencoe/McGraw-Hill: Teen Health Course		0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

El Cerrito opened its new campus January 2009. El Cerrito High School is a closed campus. Site supervisors, police, and administrators monitor the campus throughout the day. All visitors are required to check in at the Main Office. Classroom space and facilities are limited. The majority of teaching staff have rooms; however, due to increase in enrollment and specialized programs, some of our staff share room/facilities with other colleagues.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
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]	[]	Install chair rails (work order created), repair cracked window (complete)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Repair emergency lights, install more plugs, replace covers (complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Unclog water fountains replace sink buttons (complete), replace soap and paper towel dispensers (complete)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	Repair walls (work order created), secure shelving and cabinets (work order created)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Handle bumpers needed (work order created), repair fence (complete)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	39	41	51	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	51
Male	48
Female	54
Black or African American	25
American Indian or Alaska Native	
Asian	61
Filipino	
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	
White	75
Two or More Races	
Socioeconomically Disadvantaged	37
English Learners	6
Students with Disabilities	25
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	43	45	41	43	42	54	56	55
Mathematics	16	17	18	37	38	38	49	50	50
History-Social Science	25	30	30	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	1	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	13	12	2
Black or African American	22	24	5
American Indian or Alaska Native			
Asian	16	-8	12
Filipino			
Hispanic or Latino	1	18	-1
Native Hawaiian/Pacific Islander			
White	-20	8	26
Two or More Races			
Socioeconomically Disadvantaged	19	36	-24
English Learners	28	-13	16
Students with Disabilities	-27		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

DigArt Design Web
 DigArt Design Web 2
 Journalism
 Journalism 2
 Multi Media
 Digital Photography
 Technical Theater
 Theater 1
 Theater 2
 Theater Advanced
 Yearbook
 Auto Technology
 Radio Broadcasting

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	345
% of pupils completing a CTE program and earning a high school diploma	25%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	38

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	79.74
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	45.36

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 English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	50	48	52	42	42	35	56	57	56
Mathematics	47	46	55	40	41	35	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	19	57	28	15
All Students at the School	48	19	33	45	30	26
Male	55	19	26	47	31	22
Female	40	18	41	42	28	30
Black or African American	61	29	10	60	28	11
American Indian or Alaska Native						
Asian	31	9	60	11	34	54
Filipino						
Hispanic or Latino	56	19	24	57	33	11
Native Hawaiian or Pacific Islander						
White	31	12	58	33	26	41
Two or More Races						
Socioeconomically Disadvantaged	61	20	19	54	33	14
English Learners	93	4	2	76	20	4
Students with Disabilities	83	8	10	84	11	5
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.9	25.6	30.8

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 (Most Recent Year)

The Parent, Teacher and Student Association (PTSA) promotes a safe and enriching educational environment for all ECHS students and encourages communication between parents, teachers, administration, students, and community members.

The El Cerrito Student Activity Fund (ECSAF) is a non-profit organization that raises contributions for extra-curricular programs and establishes a foundation to ensure that school wide programs are fully funded.

The School Site Council (SSC) is a governing body that controls the use of selected categorical and non-categorical funds. The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements.

The English Language Advisory Committee (ELAC) is an advisory committee that works to improve the service provided to English Learners. This committee works alongside the SSC in deciding how to allocate categorical funds associated with English language support programs.

The Writer Coach Connection (WCC) is an opportunity for parents and community members to volunteer to coach ELD students and 9th grade students in coordination with English classes. Coaches commit to 10 coaching sessions per semester and go through training in order to be prepared to coach students.

Investing In Academic Excellence (IAE) is a group of parents that works to raise funds to help support academic programs on campus. This group typically meets once a month and focuses on finding donors that are willing to contribute donations of at least \$500.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	10.4	9.4	5.9	18.1	18.2	13.3	14.7	13.1	11.4
Graduation Rate	88.55	86.93	89.84	76.99	75.72	79.88	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	88.89	80.48	84.56
Black or African American	77.89	73.72	75.90
American Indian or Alaska Native	0.00	62.50	77.82
Asian	96.67	92.72	92.94
Filipino	88.89	91.24	92.20
Hispanic or Latino	91.30	77.11	80.83
Native Hawaiian/Pacific Islander	100.00	75.00	84.06
White	95.00	88.44	90.15
Two or More Races	0.00	300.00	89.03
Socioeconomically Disadvantaged	84.97	77.61	82.58
English Learners	75.00	61.71	53.68
Students with Disabilities	66.67	62.26	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	13.7	10.5	5.5	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

- The Site Supervision Team meets on a weekly basis and the administrative team meets weekly to address school wide culture and climate issues
- Fire drills are held twice annually
- Staff and parents are informed of safety situations as needed
- A site supervision plan has been printed and distributed to all staff
- The Local Review Committee meets regularly to analyze student discipline and conduct
- An administrative representative attends the monthly district safety meetings

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	No	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	29.4	6	10	11	26	9	10	11	27	10	4	17
Mathematics	30.4	3	10	10	27	7	10	9	26	10	5	11
Science	35.1	0	3	10	33	2	3	11	31	3	3	12
Social Science	29.5	4	6	10	33	3	5	16	32	4	3	17

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	402
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.55	---
Resource Specialist	1.60	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,764.08	\$4,401.97	\$4,362.11	\$54,554.25
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-21.4	-1.0
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-21.2	-21.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at El Cerrito School include:

- Special Ed-E
- Arts & Music Block Grant
- A/M/PE- Drama/Theatre
- A/M/PE-Dance
- LEP EIA
- Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	3	---
Science	2	---
Social Science	5	---
All courses	14	1.4

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

El Cerrito High School completed the WASC accreditation process during the 2012-13 school-year. This process involved school staff, parents and students in order to reflect on our current areas of growth in order to continue working towards excellence. The stakeholders identified two areas of Critical Academic Need (CANs) that have driven the WASC plan. Those two Critical Academic Needs focus on #1 - increasing the number of students completing A-G requirements and #2 - increasing student self awareness as learners and citizens. We have also used our California Healthy Kids Survey (CHKS) data to help identify areas of focus. The CHKS data has identified building meaningful relationships with students as a key area of focus.

Teachers at ECHS meet every Wednesday afternoon to collaborate. One meeting a month is dedicated to Professional Development Groups (areas of focus are Classroom Management, Cooperative Learning, and Bell-to-Bell Instruction) and at least two meetings a month are dedicated to Department planning and collaboration. The Instructional Leadership Team works to plan out the annual PD calendar. There is also one meeting a month on Mondays when the faculty comes together as a whole to review school-wide expectations, discuss policies, and celebrate successes.

ECHS has New Teacher Meetings Monthly and all first-year teachers are partnered with a mentor teacher to provide additional support.