El Cerrito High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	El Cerrito High
Street	540 Ashbury Ave.
City, State, Zip	El Cerrito, Ca, 94530-3299
Phone Number	510-231-1437
Principal	Patricia Crespo
E-mail Address	patricia.crespo@wccusd.net
County-District-School (CDS) Code	07617960732941

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

El Cerrito High school is a suburban high school located in the foothills of El Cerrito, California. Located in San Francisco's "East Bay" area just north of Berkeley, California, El Cerrito High School was recently ranked by Niche.com as the most diverse school in the Bay Area with a student body representation from a variety of ethnic, socio-economic, and religious backgrounds. With majestic views of the bay and Golden Gate Bridge, El Cerrito High School is a mid to large comprehensive high school. El Cerrito High School has over sixty teachers with the average years experience ranging from first year to over thirty years teaching experience. 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.

MISSION
ECHS is a supportive academic community dedicated to helping all students develop purpose, critical thinking skills, and respect for all people in order to help students become valuable global citizens in an ever-changing world. Because of our diverse student body, ECHS students are well-rounded individuals who are prepared to live and thrive in a multicultural world. Our students are poised to maximize their knowledge and skills in order to allow all of them to pursue their personal passions and realize both their collective and individual potential. This is possible at ECHS because we all focus on the power of positive relationships.

VISION
El Cerrito High School is committed to providing a rigorous, comprehensive, and meaningful education in order to provide myriad opportunities for our students as they reach graduation. Our students, staff, and community work collaboratively to ensure our students 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 the use of failure as a vehicle for on-going learning, reflection, and mastery.

2. We will support the effective use of assessments to improve student learning. We will utilize assessments to measure student proficiency and the data will be shared and analyzed in department meetings to inform instruction and provide teachers with a measure of their own progress as it relates to their intended educational goals for each course and student. We will provide academic support to help students achieve their educational goals.

3. We will foster student well-being and promote positive social and emotional development by educating our parents as well. We will also 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.

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	399
Grade 10	367
Grade 11	346
Grade 12	370
Total Enrollment	1482
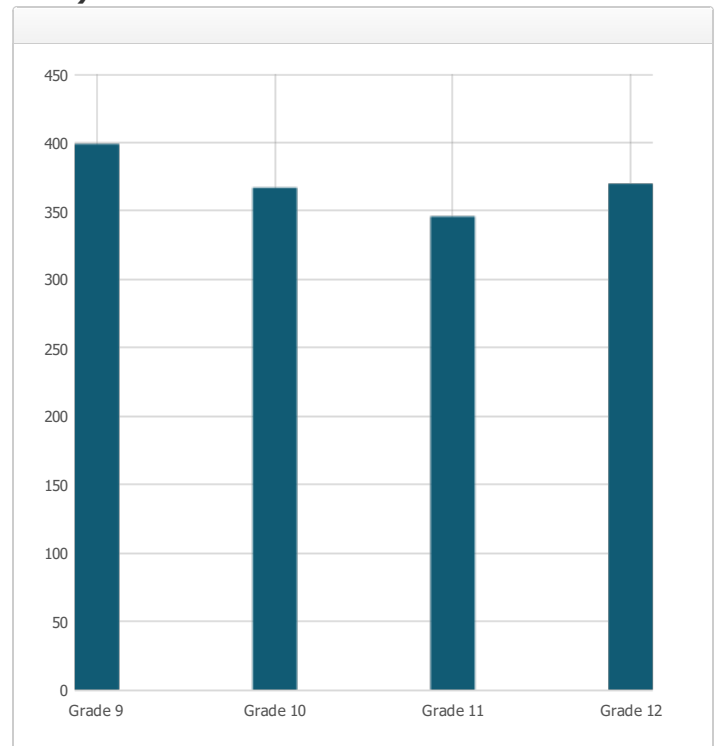
Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	20.2 %
American Indian or Alaska Native	0.3 %
Asian	17.9 %
Filipino	3.0 %
Hispanic or Latino	28.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	27.5 %
Two or More Races	1.9 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.4 %
English Learners	13.2 %
Students with Disabilities	10.9 %
Foster Youth	0.5 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	55	62	71	1211
Without Full Credential	5	5	4	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	10
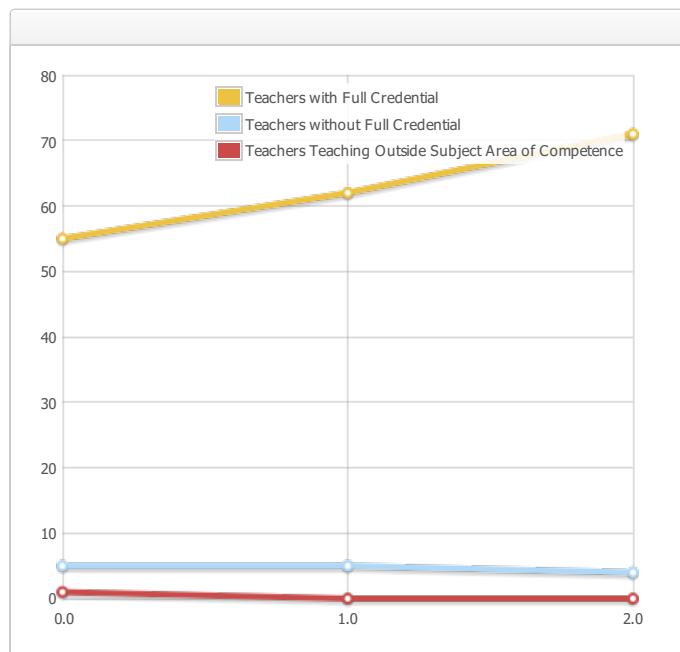
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0
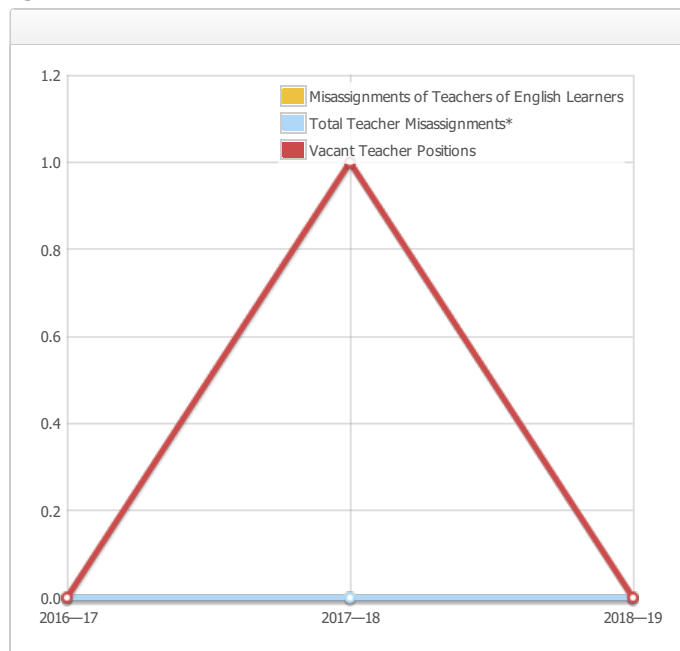
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: Prentice Hall Literature, (ELA grades 9-12) c2002 - adopted 2018 National Geographic: Edge, (ELD) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Holt & Co: Nickel & Dimed (AP English Language) c2001 - adopted 2018 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 - adopted 2018 Norton: Norton Anthology of Poetry, (AP English Literature) 5th ed., c2004 - adopted 2018 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014 - adopted 2018	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 Houghton Mifflin Harcourt: Living in the Environment, (AP Environmental Science) 17th ed., c2012 McGraw Hill: Seeley's Essentials of Anatomy & Physiology, (Physiology), 8th ed., c2013	Yes	0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruders American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 Cengage: AP American Government, (AP American Government), 16th ed, c2019 Worth: Myers' Psychology, (AP Psychology) 2nd ed, 2014 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 ITP: The Earth and Its People, (AP World History) 5th ed., c2010	Yes	0.0 %
Foreign Language	EMC T'es Branche, (French 1-4, AP French) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 - adopted 2018 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 - adopted 2018 Cheng & Tsui: Adventures in Japanese Student Edition (Japanese 1-4), c2014 - adopted 2018	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		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: 1/21/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces	Fair	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned: -Lexan needed under chairs-office/library. -Remove graffiti A115. -Repair rubber base CAFETERIA.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. The following actions were taken/planned: -Remove the broken boxes DUNGEON.
Electrical: Electrical	Poor	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights. The following actions were taken/planned: -Replace hallway ceiling lights A-BLDG. -Replace two light fixtures BOYS RR GYM. -Replace ceiling light fixture by room C-211.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned: -Check sink push buttons. Check sink push buttons BOYS RR GYM. -Replace paper towel holder 2ND FLOOR BOYS RR. -Loose sink faucet and toilet. Loose sink. GIRLS MAKEUP RM.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. The following actions were taken/planned: -Remove all storage from electric rooms. -Remove the broken boxes DUNGEON.
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: -Check cattle gate between gym and tennis court - hard to open. -Change construction core to master on 3rd floor going upstairs. -Broken window at stairway going to 2nd floor.

-Repair door sweep by room A-229.

-Broken glass on scoreboard SML GYM.

-Repair obscure paper on windows facing the fields BIG GYM.

-Repair lock on hall door by A-108D.

-Adjust aluminum double doors from A to B-buildings. Repair magnetic door holder.

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Poor

Last updated: 1/28/2019

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	41.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	29.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	311	94.53%	40.65%
Male	173	164	94.80%	32.52%
Female	156	147	94.23%	49.66%
Black or African American	73	67	91.78%	8.96%
American Indian or Alaska Native	--	--	--	
Asian	79	77	97.47%	53.95%
Filipino	13	13	100.00%	69.23%
Hispanic or Latino	73	69	94.52%	27.54%
Native Hawaiian or Pacific Islander	--	--	--	
White	79	73	92.41%	61.64%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	161	154	95.65%	30.72%
English Learners	55	52	94.55%	11.76%
Students with Disabilities	31	26	83.87%	19.23%
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 (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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	330	304	92.12%	28.95%
Male	174	157	90.23%	25.48%
Female	156	147	94.23%	32.65%
Black or African American	74	65	87.84%	4.62%
American Indian or Alaska Native	--	--	--	
Asian	79	76	96.20%	44.74%
Filipino	13	13	100.00%	61.54%
Hispanic or Latino	73	67	91.78%	13.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	79	71	89.87%	45.07%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	162	150	92.59%	19.33%
English Learners	55	51	92.73%	7.84%
Students with Disabilities	32	24	75.00%	8.33%
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 (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.

Last updated: 1/22/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about the specific subject and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major reform initiative at our secondary schools, designed to increase student achievement and motivation through individualized student support, authentic projects and multiple opportunities to work with career employment partners. Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports include:
- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise
- Study trips, speakers, mentor programs, internships
- Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation, and align them to the local economic and workforce development needs.

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD

teachers to ensure student success. Students may transfer schools in order to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at El Cerrito High School:

Advanced Media Communication P ROP
Broadcast Journalism ROP
Information Systems Design Mngmt ROP
Info Systems Design Management 2 ROP
Automotive Technology P
Auto Technology Advanced P

Last updated: 1/8/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	218
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	33.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.0%

Last updated: 1/8/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.3%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.7%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	15.4%	27.4%	33.6%

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: 1/22/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018—19)

• The 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 African American Parent Advisory Council (AAPAC) is a school level group of parents of African-American students, and school staff coming together to ensure the success of their children, and ultimately all African-American students at the school. It is an advisory group dedicated to promoting quality education for African-American students.

• 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.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	10.0%	7.1%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	85.2%	89.2%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	8.2%	7.5%	9.1%
Graduation Rate	84.6%	80.2%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
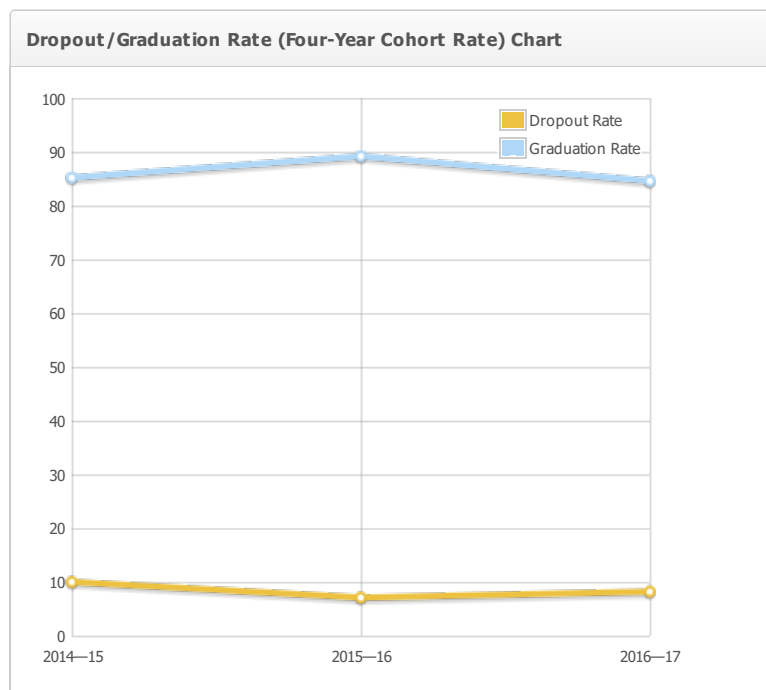
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group	School	District	State
All Students	87.1%	85.0%	88.7%
Black or African American	79.7%	79.7%	82.2%
American Indian or Alaska Native	100.0%	66.7%	82.8%
Asian	97.0%	94.9%	94.9%
Filipino	90.0%	95.2%	93.5%
Hispanic or Latino	84.4%	83.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	94.4%	88.6%
White	91.4%	87.9%	92.1%
Two or More Races	100.0%	88.0%	91.2%
Socioeconomically Disadvantaged	87.6%	88.1%	88.6%
English Learners	52.8%	62.0%	56.7%
Students with Disabilities	52.6%	59.2%	67.1%
Foster Youth	0.0%	75.0%	74.1%

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.8%	3.9%	3.1%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
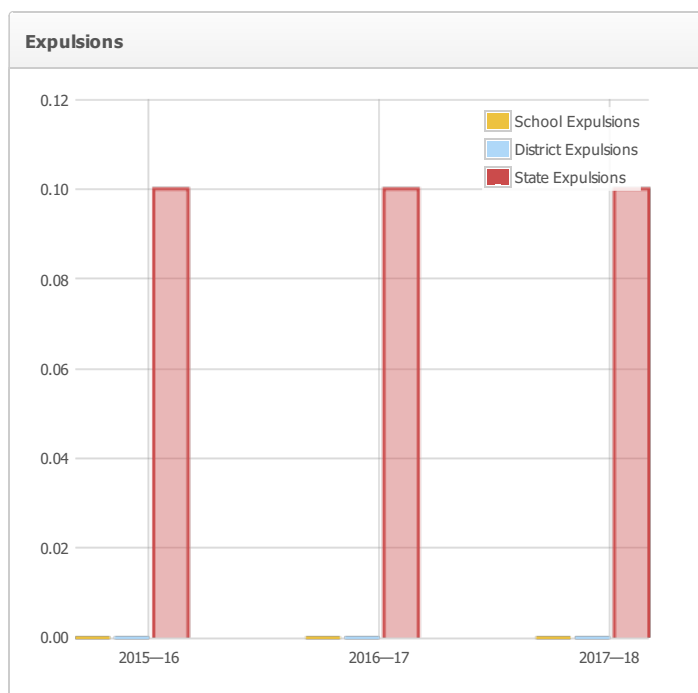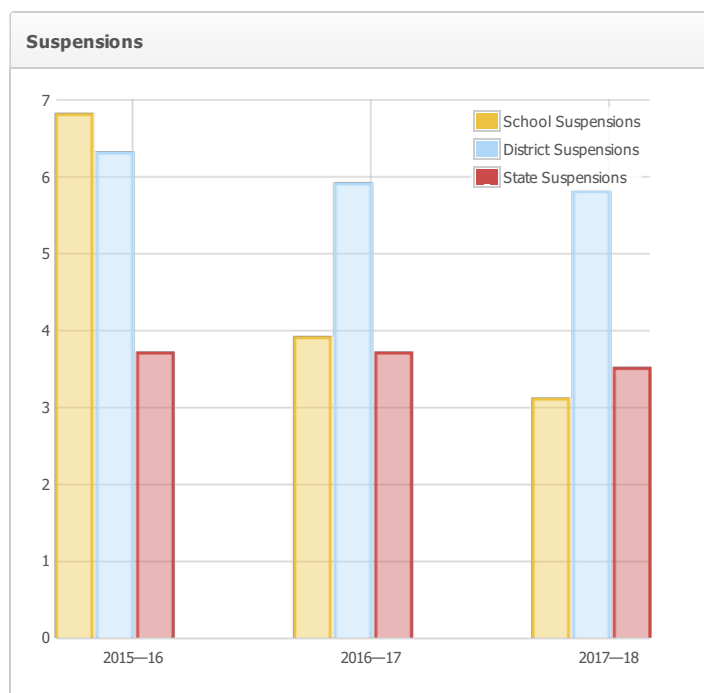
School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	6	8	12
Mathematics	30.0	5	8	13
Science	31.0	3	4	13
Social Science	31.0	3	5	16

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	11	5	13
Mathematics	27.0	8	7	13
Science	31.0	2	5	12
Social Science	28.0	10	1	20

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	5	13	12
Mathematics	30.0	4	7	15
Science	27.0	7	9	7
Social Science	31.0	4	5	20

* 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: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	376.8
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0.0	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: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6616.9	$1657.8	$4959.2	$64312.4
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-43.6%	-5.1%
State	N/A	N/A	$6574.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-28.0%	-22.7%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

- ACHIEVERS INC
- ART SUPPLIES
- MUSIC
- SPORTS
- YMCA OF THE EAST BAY
- STUDY TRIPS
- VEX ROBOTICS INC
- CA LANGUAGE TEACHERS ASSOC CLTA CONFERENCE
- COMMUNITY ALLIANCE FOR LEARNING

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
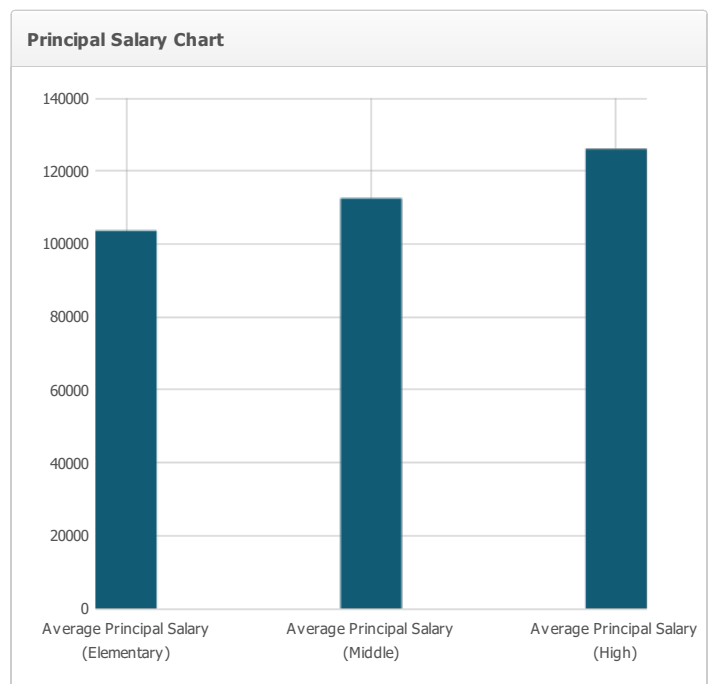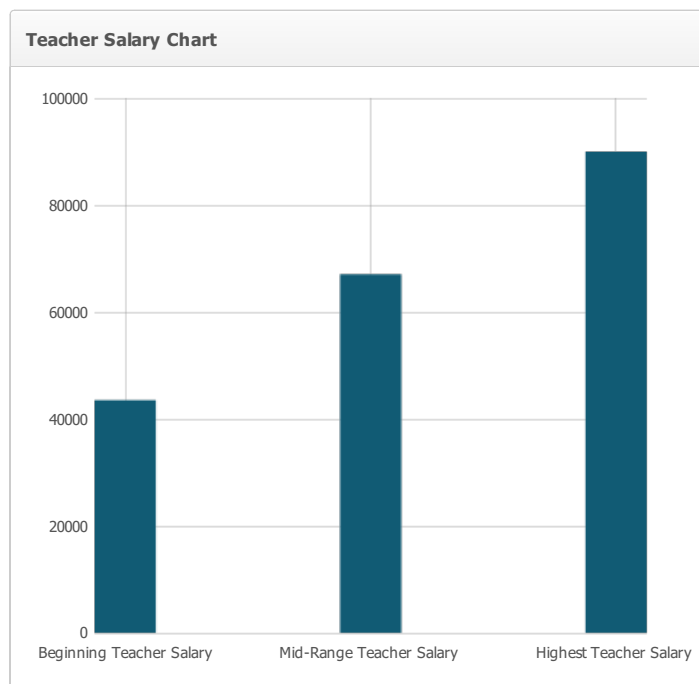
Last updated: 1/22/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	10	N/A
All Courses	21	27.3%

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

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

Last updated: 1/22/2019

Professional Development

El Cerrito High School is currently going through its WASC accreditation process. This process involves school staff, parents and students in order to reflect on our strengths and current areas of growth in order to reflect and adjust our practices in order to meet the needs of all of our students. Our stakeholders identify two areas of Critical Academic Need (CANs) that will drive our next six-year WASC plan as well as our yearly SPSA plan. We have currently identified several 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. From this work, an Action Plan was developed and we are currently working on implementing this plan and incorporating it into our school wide practices as a site. This includes using date to guide our practice and to create systems to supports students who at risk or who need intervention supports. Teachers at ECHS meet every Wednesday afternoon to collaborate. One meeting a month is dedicated to Professional Development Groups (areas of focus are Race and Students Learning, Habits of Mind, and New Teachers) 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, and participate in school wide professional development. Currently we are working on building a restorative school and creating a positive school culture by sharing common expectations and practices.

Last updated: 11/28/2018