El Cerrito Senior High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

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

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

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

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

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	El Cerrito Senior High School
Street	540 Ashbury Avenue
City, State, Zip	El Cerrito, CA 94530-3299
Phone Number	(510) 231-1437
Principal	Edith Jordan-McCormick
E-mail Address	edith.jordan-mccormick@wccusd.net
Web Site	elcerritogauchos.net/
CDS Code	07-61796-0732941

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

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

El Cerrito High school is a suburban high school located in the foothills of El Cerrito, California. With majestic views of the bay and Golden Gate Bridge, El Cerrito High School is a mid to large comprehensive high school with a student body of approximately 1500 students. El Cerrito High School has over sixty teachers with the average years experience ranging from first year to over thirty years teaching experience at El Cerrito High School.

Located in San Francisco's "East Bay" area just north of Berkeley, California, El Cerrito High School boast a very diverse population with student body representation from a variety of ethnic and religious backgrounds. 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, and is currently working on implementing our action plan.

ECHS diverse student body, demographics are 26% African Americans, 27% Latino, 24% Caucasians, and 23% Asian students which also includes small populations of students from the Pacific Islands. 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. Because of our diverse student body, ECHS students will be well rounded individuals who are prepared to live and thrive in a multicultural world. Our students will possess essential critical thinking and problem solving skills which will allow to pursue the personal passion as well as be valuable global citizens.

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. 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 2015-16)

Grade Level	Number of Students
Grade 9	355
Grade 10	384
Grade 11	362
Grade 12	328
Total Enrollment	1,429

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	27.6
American Indian or Alaska Native	0.3
Asian	18.3
Filipino	3.8
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.7
White	20.2
Two or More Races	1.6
Socioeconomically Disadvantaged	53.2
English Learners	11.6
Students with Disabilities	12.6
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	64	52	55.28	55.28
Without Full Credential	5	3	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	3	1	1

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	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.9	8.1
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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

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

Year and month in which data were collected: November 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Edge (ELD gr 9-12) / 2014 Houghton Mifflin Harcourt, (Intervention gr 9-12) Read 180 / 2011 Longman, Reading Rhetorically (CSU Expository Reading & Writing - gr 12) MacMillan, Bedford Introduction to Literature (AP Eng Lit) / 2019	Yes	0%
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004 Pearson, AP Calculus / 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007 Cambridge Physics Outlet, Foundations of Physics / 2004 Pearson, AP Biology / 2011 Holt McDougal, AP Chemistry / 2012 Houghton Mifflin Harcourt, Living in the Environment (AP Env Science) / 2012	Yes	0%
History-Social Science	Glencoe, World Geography and Cultures / 2007 McDougal Littell, Modern World History, The Americans / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruders American Government / 2006 Houghton Mifflin Harcourt, AP American Government / 2013 Glencoe McGraw Hill, AP Human Geography / 2010 Bedford St. Martin's, America's History (AP US History) / 2014 ITP, The World and Its People (AP World History) / 2011	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004 EMC/Paradigm, Aventura (Spanish 4) / 2014 Heinle, Cumbre (AP Spanish Language) / 2014 EMC/Paradigm, T'es Branche (French 1-4) / 2014 Cheng & Tsui, Mirai Japanese (Japanese 1-4) / 2001	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	Yes	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 of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: July 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	Repair formica at concession stand Repair lexan at shot clock in small gym Re-screw grid at strobe in small gym Patch and paint walls in boys locker room, and site-wide as needed Repair rubber at stairs to D209
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Clean bleachers in big gym where fire extinguishers were sprayed Clean fire extinguisher boxes site-wide
Electrical: Electrical		X		Replace lights in small gym Replace wall plug cover at exterior wall by I105 Check all classrooms for tap-to-tap extension cords
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Missing push button at sink in boys restroom by C309, boys restroom by B108, boys and girls restroom by B208 Replace towel dispenser in boys and girls restroom by B208, boys gym restroom Secure loose partition brace in boys restroom by C213 Loose toilet in boys locker room restroom
Safety: Fire Safety, Hazardous Materials	X			Clean fire extinguisher boxes site-wide
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair broken window in big gym and stairs at front of school Replace milky film at windows in big gym

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	47	33	35	44	48
Mathematics	30	24	23	25	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	367	319	86.9	47.2
Male	11	190	176	92.6	40.0
Female	11	177	143	80.8	55.6
Black or African American	11	121	112	92.6	29.5
American Indian or Alaska Native	11	--	--	--	--
Asian	11	67	56	83.6	60.0
Filipino	11	--	--	--	--
Hispanic or Latino	11	90	83	92.2	44.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	72	51	70.8	69.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	205	186	90.7	39.5
English Learners	11	31	26	83.9	7.7
Students with Disabilities	11	58	49	84.5	11.1
Foster Youth	11	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	367	317	86.4	23.5
Male	11	190	176	92.6	20.8
Female	11	177	141	79.7	26.7
Black or African American	11	121	112	92.6	5.4
American Indian or Alaska Native	11	--	--	--	--
Asian	11	67	57	85.1	46.4
Filipino	11	--	--	--	--
Hispanic or Latino	11	90	83	92.2	9.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	72	49	68.1	52.3
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	205	187	91.2	14.8
English Learners	11	31	29	93.5	7.4
Students with Disabilities	11	58	47	81.0	8.3
Foster Youth	11	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50	47	41	48	46	40	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	393	352	89.6	41.2
Male	208	188	90.4	42.6
Female	185	164	88.7	39.6
Black or African American	100	88	88.0	19.3
Asian	58	54	93.1	50.0
Filipino	18	18	100.0	55.6
Hispanic or Latino	123	108	87.8	27.8
White	81	72	88.9	77.8
Socioeconomically Disadvantaged	213	188	88.3	22.9
English Learners	60	46	76.7	
Students with Disabilities	52	43	82.7	9.3

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

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

Career Technical Education Programs (School Year 2015-16)

DigArt Design Web
DigArt Design Web 2
Journalism
Journalism 2
Multi Media
Digital Photography
Technical Theater
Theater 1
Theater 2
Theater Advanced
Yearbook
Broadcast Journalism

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	342
% of pupils completing a CTE program and earning a high school diploma	8.2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	56%

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	97.17
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	49.8

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	22.3	24.2	20.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

• 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.

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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.90	9.30	10.00	13.30	14.60	7.20	11.40	11.50	10.70
Graduation Rate	89.84	90.73	85.21	79.88	77.68	84.74	80.44	80.95	82.27

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

Group	Graduating Class of 2015		
	School	District	State
All Students	88	88	86
Black or African American	88	87	78
American Indian or Alaska Native	0	20	78
Asian	97	100	93
Filipino	89	95	93
Hispanic or Latino	79	85	83
Native Hawaiian/Pacific Islander	67	72	85
White	97	90	91
Two or More Races	100	85	89
Socioeconomically Disadvantaged	50	56	66
English Learners	55	63	54
Students with Disabilities	34	46	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.5	6.5	6.8	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

- Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety 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 parent group is being formed to support the update and supplying of teacher's and staff with emergency supplies.
- A site supervision plan has been printed and distributed to all staff (Staff reviewed plan and it was updated Oct. 2016) Principal serves as Logistics Commander with Front Office Staff and other individuals assigned supporting roles.
- The Local Review Committee meets regularly to analyze student discipline and conduct/ Administrative Team and select teacher's will participate in a PBIS training in Feb. 2017 to support being a positive school culture and climate
- An administrative representative attends the monthly district safety meetings (Principal and or Assistant Principal)

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		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	10	4	17	30	5	7	13	27	9	8	11
Mathematics	26	10	5	11	29	5	9	9	28	8	7	13
Science	31	3	3	12	33	2	4	12	22	13	11	5
Social Science	32	4	3	17	33	3	2	18	31	3	5	16

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	455.25
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.55	N/A
Resource Specialist	3.00	N/A
Other	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	5651.05	2126.05	3525.00	58759.46
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-45.0	-9.7
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-37.9	-22.5

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at El Cerrito High School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
SP ED IDEA BASIC LOCAL ENTITL
CPA - CALIF PARTNRSHP ACADEMY
SPECIAL ED - E
ONGOING & MAJOR MAINT ACCOUNT
MEDI-CAL ADMIN ACTIVITIES
PARCEL TAX
MRAD
ROC P
YMCA-JAMES MOREHOUSE PROJECT
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	3	N/A
All courses	13	.13

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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.

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.