El Cerrito High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	El Cerrito High
Street	540 Ashbury Avenue
City, State, Zip	El Cerrito, Ca, 94530-3299
Phone Number	510-231-1437
Principal	Edith Jordan-McCormick, Principal
E-mail Address	edith.jordan-mccormick@wccusd.net
Web Site	edith.jordan-mccormick@wccusd.net
County-District-School (CDS) Code	07617960732941

Last updated: 11/21/2017

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

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. 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.

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.

Last updated: 1/22/2018

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

Grade Level	Number of Students
Grade 9	361
Grade 10	360
Grade 11	383
Grade 12	356
Total Enrollment	1460
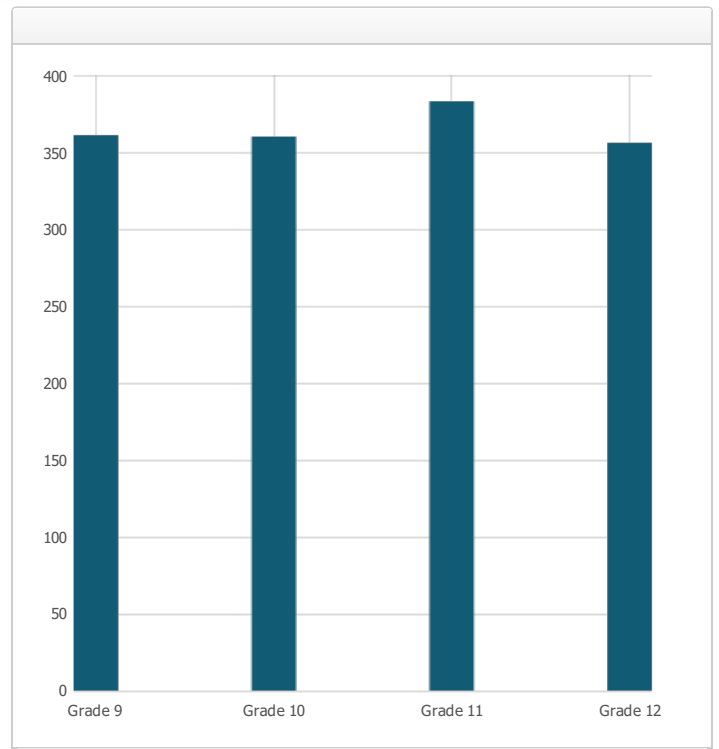
Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	25.3 %
American Indian or Alaska Native	0.5 %
Asian	17.0 %
Filipino	3.3 %
Hispanic or Latino	27.8 %
Native Hawaiian or Pacific Islander	0.8 %
White	23.5 %
Two or More Races	1.6 %
Other	0.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.2 %
English Learners	13.3 %
Students with Disabilities	12.4 %
Foster Youth	0.4 %

Last updated: 1/25/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	52	55	62	1192
Without Full Credential	3	5	5	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	1	0	14
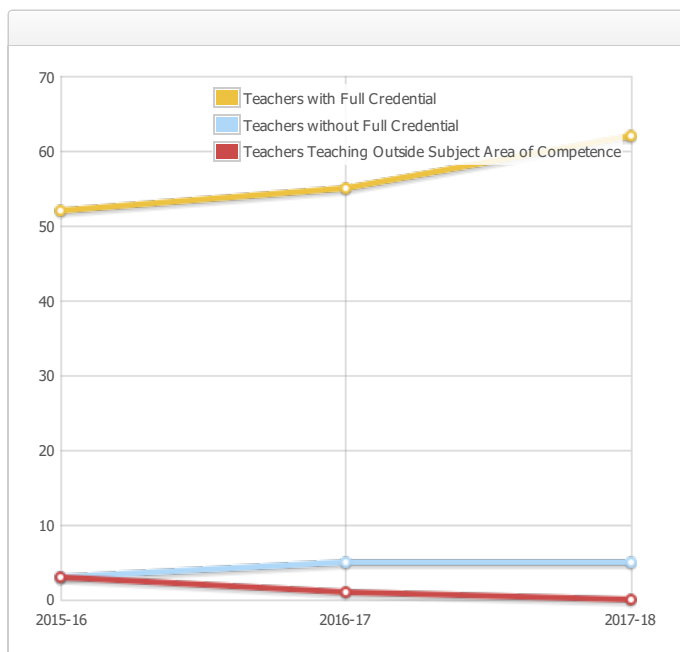
Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	1
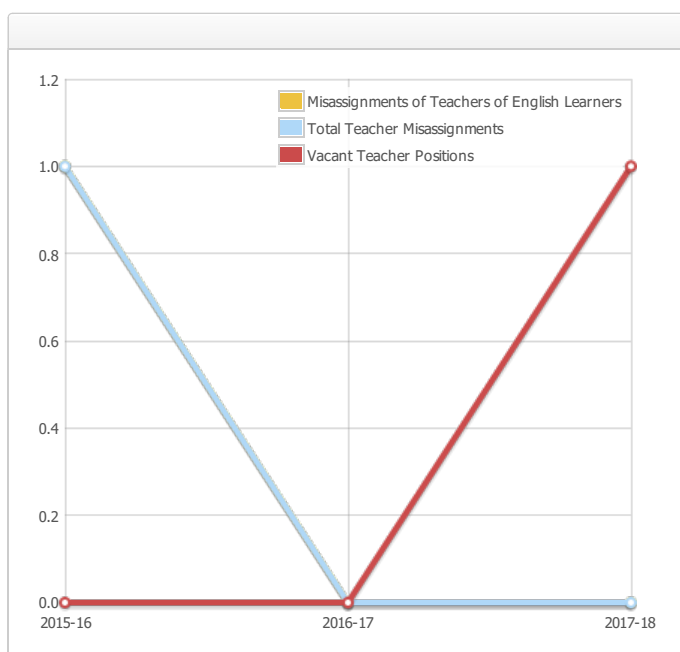
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

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 National Geographic: Edge, (ELD) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Holt & Co: Nickel & Dimed (AP English Language) c2001 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 Norton: Norton Anthology of Poetry, (AP English Literature) 5th ed., c2004 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007		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		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) 13th ed, c2013 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		0.0 %
Foreign Language	EMC T'es Branche, (French 1-4) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 Cheng & Tsui: Adventures in Japanese Student Edition (Japanese 1-4), c2014		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.

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The following action/s was/will be taken to ensure: There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure: There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Poor	The following action/s was/will be taken to ensure: There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
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.
Safety: Fire Safety, Hazardous Materials	Good	The following action/s was/will be taken to ensure: The fire sprinklers appear to be in

working order (e.g., there are no missing or damaged sprinkler heads).
Emergency alarms appear to be functional.
Emergency exit signs function as designed, exits are unobstructed.

Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).

Structural: Structural Damage, Roofs	Good	The following action/s was/will be taken to ensure: Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
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. The following action/s was/will be taken to ensure: There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Poor

Last updated: 1/23/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	47%	42%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	24%	26%	25%	25%	36%	37%

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

Last updated: 1/25/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	345	89.61%	41.74%
Male	204	178	87.25%	39.89%
Female	181	167	92.27%	43.71%
Black or African American	89	80	89.89%	15.00%
American Indian or Alaska Native	--	--	--	
Asian	61	58	95.08%	67.24%
Filipino	17	17	100.00%	52.94%
Hispanic or Latino	123	105	85.37%	29.52%
Native Hawaiian or Pacific Islander	--	--	--	
White	78	71	91.03%	71.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	191	169	88.48%	26.63%
English Learners	77	66	85.71%	
Students with Disabilities	52	43	82.69%	
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	385	344	89.35%	25.87%
Male	204	177	86.76%	24.29%
Female	181	167	92.27%	27.54%
Black or African American	89	80	89.89%	
American Indian or Alaska Native	--	--	--	
Asian	61	58	95.08%	48.28%
Filipino	17	17	100.00%	35.29%
Hispanic or Latino	123	105	85.37%	15.24%
Native Hawaiian or Pacific Islander	--	--	--	
White	78	70	89.74%	50.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	191	171	89.53%	
English Learners	77	68	88.31%	
Students with Disabilities	52	43	82.69%	
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: 1/25/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	47.0%	41.0%	46.0%	40.0%	56%	54%

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

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

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

Last updated: 1/25/2018

Career Technical Education Programs (School Year 2016-17)

List of CTE programs:

Info Systems Design Management 2 ROP
Information Systems Design Mngmt ROP
Environmental Science Green Tech P
Auto Technology ROP
Advanced Media Communication P ROP
Broadcast Journalism ROP

Last updated: 12/4/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	370
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	12.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	19.0%

Last updated: 12/4/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	49.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	19.9%	21.1%	35.5%

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: 1/25/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

• The 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

Last updated: 1/22/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.3%	10.0%	7.1%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	90.7%	85.2%	89.2%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
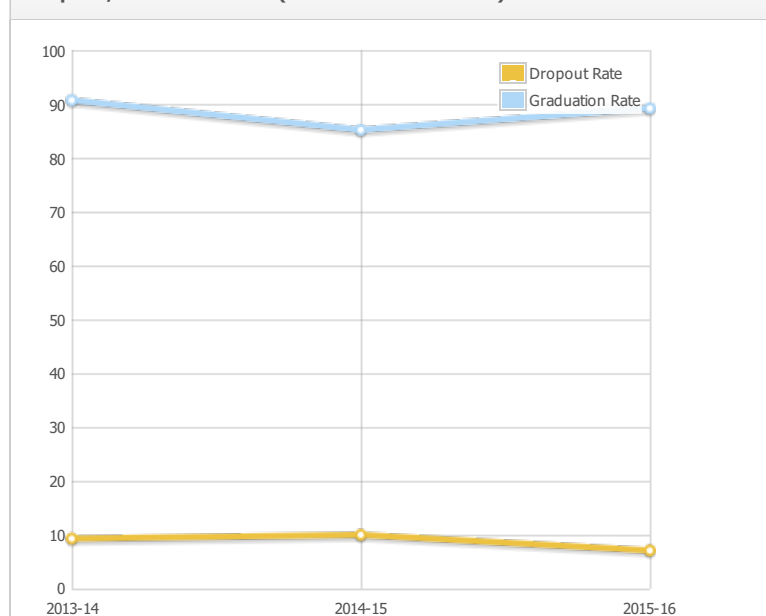
Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

| Student Group	School	District	State
All Students	89.0%	84.9%	87.1%
Black or African American	86.8%	78.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	91.7%	94.7%	94.4%
Filipino	81.8%	97.2%	93.8%
Hispanic or Latino	86.1%	83.2%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	96.2%	84.5%	91.0%
Two or More Races	85.7%	93.8%	90.6%
Socioeconomically Disadvantaged	88.8%	85.0%	85.5%
English Learners	60.0%	60.9%	55.4%
Students with Disabilities	66.7%	61.4%	63.9%
Foster Youth	100.0%	68.8%	68.2%

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			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.6%	6.8%	3.9%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions
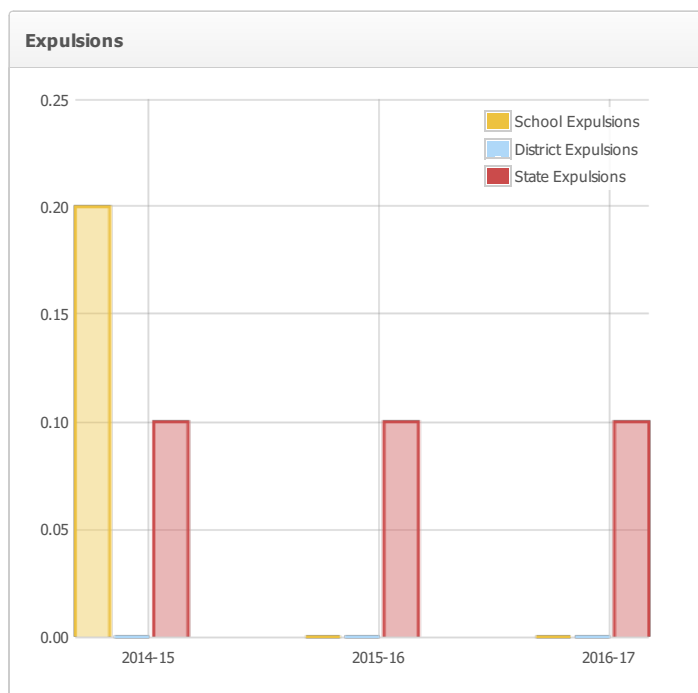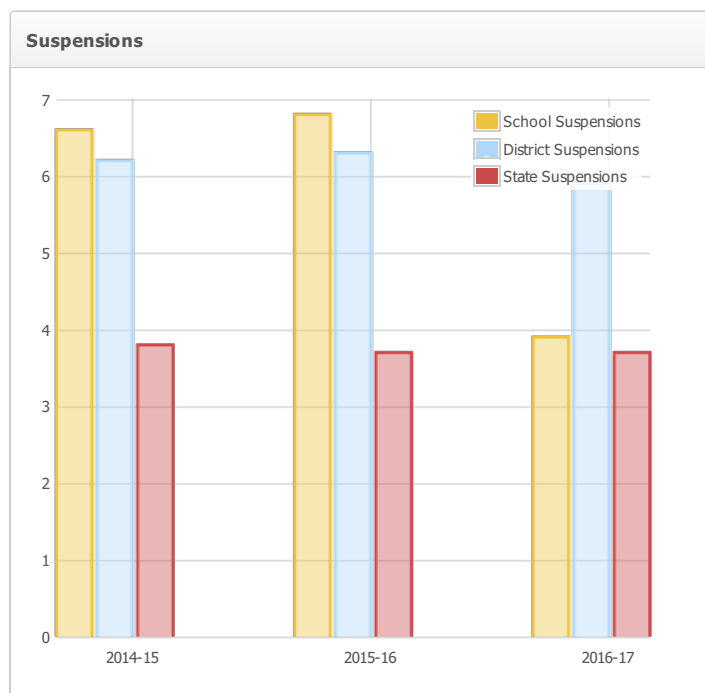
School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation and E. Jordan-McCormick

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System.

Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+	2016-17 Average Class Size	Number of Classes * 1-22	23-32	33+
English	30.0	5	7	13	29.0	6	8	12	27.0	11	5	13
Mathematics	29.0	5	9	9	30.0	5	8	13	27.0	8	7	13
Science	33.0	2	4	12	31.0	3	4	13	31.0	2	5	12
Social Science	33.0	3	2	18	31.0	3	5	16	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.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.6	550.4
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	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	3.0	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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17693.4	$8521.1	$9172.3	$59818.5
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	-9.7%	-2.2%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	33.0%	-27.9%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

- EXTRA CURRICULAR SITE ALLOCATION

- FULL SERVICE COMMUNITY - WHOLE CHILD

- INFORMATION TECHNOLOGY ACADEMY

- LEARNING CENTERS - RESPONSE TO INTERVENTION

- MEDIA ACADEMY

- SCHOOL CLIMATE-WHOLE CHILD

- SCHOOL SUPPORT - EXTRA CURRICULAR

- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
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 http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
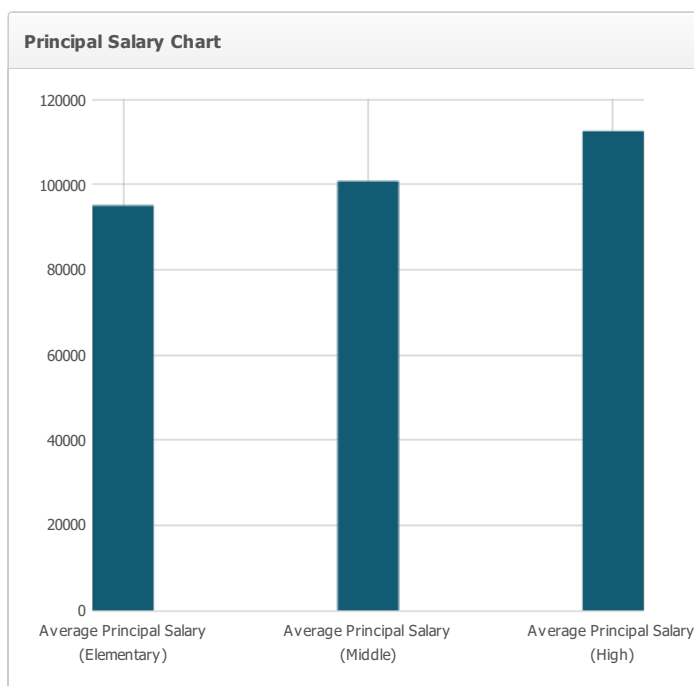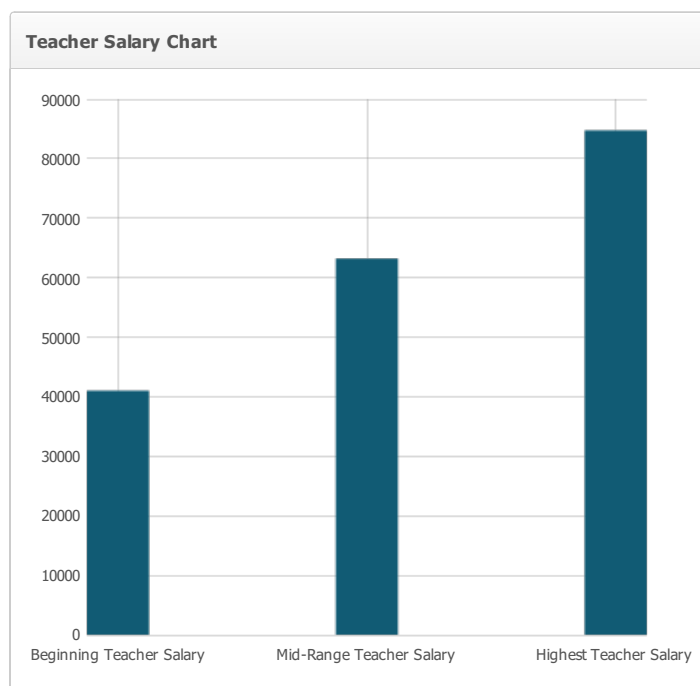
Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All Courses	10	28.8%

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

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

Last updated: 1/25/2018

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. 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: 1/22/2018