

El Cerrito High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	El Cerrito High School
Street	540 Ashbury Ave.
City, State, Zip	El Cerrito, CA 94530-3299
Phone Number	(510) 231-1437
Principal	Malcolm Norrington
Email Address	malcolm.norrington@wccusd.net
School Website	www.wccusd.net/ecgauchos
County-District-School (CDS) Code	07617960732941

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

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. We were ranked by Niche.com as the most diverse school in the Bay Area due to our representation of a variety of ethnic, socio-economic, and religious backgrounds by our student body of 1500 students. 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-five teachers with an average of years of experience ranging from first year to over thirty years of 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

El Cerrito High School is committed to ensuring that every student has the opportunity to engage in rigorous academic coursework that will allow them to become college and career ready.

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 thinkers and communicators, collaborators, and contributors who can analyze and problem solve who are active listeners, and conduct themselves ethically and respect the rights of others. The staff will function as a Professional Learning Community that works to accomplish the following:

1. We have developed systems that lead to more equity in access to A-G courses, particularly AP courses, better alignment in curriculum and benchmarks, common syllabi, and common grading practices, ultimately ensuring that students are taught and assessed based on content mastery. We are also working on providing all students with challenging learning experiences and rigorous curriculum in every class every day.
2. Maintain talented staff through compensation, supportive conditions and targeted quality professional learning.
3. We will focus on student well-being as well as promote positive social and emotional development by educating our students

2023-24 School Description and Mission Statement

and our parents as well. We will also promote the development of cultural awareness and cultural competency for our students and staff. We will encourage students to view themselves as resilient learners who can demonstrate perseverance in all aspects of life.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	358
Grade 10	401
Grade 11	359
Grade 12	404
Total Enrollment	1,522

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	52.8%
American Indian or Alaska Native	0.1%
Asian	14.5%
Black or African American	17.2%
Filipino	2.1%
Hispanic or Latino	30.4%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	5.4%
White	29.2%
English Learners	11.4%
Foster Youth	0.3%
Homeless	1.7%
Socioeconomically Disadvantaged	43.3%
Students with Disabilities	12.8%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.50	85.44	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	1.17	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.60	8.78	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	1.19	49.60	3.54	12115.80	4.41
Unknown	2.10	3.40	26.30	1.87	18854.30	6.86
Total Teaching Positions	63.80	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.30	75.97	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	2.16	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.00	12.93	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.20	7.45	50.30	3.30	11953.10	4.28
Unknown	1.00	1.47	91.20	5.99	15831.90	5.67
Total Teaching Positions	70.20	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	4.60	8.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.60	9.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	4.10
Local Assignment Options	0.40	1.10
Total Out-of-Field Teachers	0.70	5.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	15.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.3	2.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019 Pearson: Prentice Hall Literature, (ELA grades 11-12) c2002 - adopted 2018	Yes	0%

	<p>National Geographic: Edge (ELD) c2014 - adopted 2014 California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing 11th & 12th), c2020 - adopted 2020 Holt & Co: Nickel & Dimed (AP English Language) c2001 - adopted 2018 MacMillan: The Bedford Introduction to Literature (AP English Literature) 10th ed., c2013 - adopted 2018</p>		
Mathematics	<p>Savvas Algebra 1, c2015 - adopted 2017 Savvas Envision Geometry, c2015 - adopted 2018 Savvas 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 McGraw Hill: Workshop Statistics: Discovery with Data (Probability & Statistics), 4th ed., c2012 - adopted 2018</p>	Yes	0%
Science	<p>McGraw Hill Inspire Biology, c2020 - adopted 2022 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 - adopted 2018 Carnegie Learning: Biotechnology: Science for the New Millennium (Biotechnology 1) 2nd ed., c2017 - adopted 2021 McGraw Hill Inspire Chemistry, c2020 - adopted 2022 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 - adopted 2018 Savvas Conceptual Physics, c2009 - adopted 2022 Bedford, Freeman, Worth: Environmental Science for AP (AP Environmental Science) 4th ed., c2023 - adopted 2023 Code.org online (AP Computer Science Principles), c2021 - adopted 2019</p>	Yes	0%
History-Social Science	<p>McDougal Littell Magraders American Government, (American Government) c2006 - adopted 2018 Cengage: AP American Government (AP American Government) 13th ed, c2013 - adopted 2018 McGraw Hill Understanding Psychology, c2014 - adopted 2018 Worth: Myers' Psychology (AP Psychology) 2nd ed, 2014 - adopted 2018 Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023 Bedford/St. Martin's: America's History (AP US History) 8th ed., c2014 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 - adopted 2018 ITP: The Earth and Its People (AP World History) 5th ed., c2010 - adopted 2018 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023</p>	Yes	0%
Foreign Language	<p>EMC T'es Branche, (French 1-4, AP French) c2014 - adopted 2014 Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022 Vista Higher Learning Imagina (Spanish 4), 5th ed, c2022 - adopted 2022</p>	Yes	0%

	Vista Higher Learning Temas (AP Spanish Language), 2nd ed, c2019 - adopted 2022 Cheng & Tsui: Adventures in Japanese Student Edition (Japanese 1-4), c2014 - adopted 2018 Cheng & Tsui: Mirai Japanese Course Book, Stage 6 (AP Japanese Language), c2006 - adopted 2018		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

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.

Year and month of the most recent FIT report	July 2023
-----------------------------------------------------	-----------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Stairway A1 by the theater - A wall pack is out. Boys bathroom A106 - A light is out. Drama room A115 - Room has extension cords all over the floor; remove or install more outlets. Main office - Keypad is still beeping (sound room in trouble). C-building 2nd floor boys bathroom - Reinstall the hand dryer. D-building 2nd floor boys bathroom - Reinstall the hand dryer.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys bathroom A106 - A light is out. All bathrooms - All bathrooms need new latches. C-building 2nd floor boys bathroom - Reinstall the hand dryer. D-building 2nd floor boys bathroom - Reinstall the hand dryer.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			A-building elevator - Elevator telephone is not working.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	67	32	32	47	46
Mathematics (grades 3-8 and 11)	32	31	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	342	314	91.81	8.19	66.88
Female	167	155	92.81	7.19	72.26
Male	174	158	90.80	9.20	61.39
American Indian or Alaska Native	--	--	--	--	--
Asian	59	57	96.61	3.39	73.68
Black or African American	59	53	89.83	10.17	39.62
Filipino	--	--	--	--	--
Hispanic or Latino	100	87	87.00	13.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	103	97	94.17	5.83	81.44
English Learners	39	28	71.79	28.21	10.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	142	88.75	11.25	57.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	40	85.11	14.89	22.50

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	342	312	91.23	8.77	30.87
Female	167	154	92.22	7.78	26.14
Male	174	157	90.23	9.77	35.67
American Indian or Alaska Native	--	--	--	--	--
Asian	59	58	98.31	1.69	41.38
Black or African American	59	50	84.75	15.25	8.16
Filipino	--	--	--	--	--
Hispanic or Latino	100	88	88.00	12.00	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	103	96	93.20	6.80	46.88
English Learners	39	29	74.36	25.64	3.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	138	86.25	13.75	22.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	36	76.60	23.40	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	38.58	39.85	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	728	680	93.41	6.59	39.73
Female	358	341	95.25	4.75	41.06
Male	368	337	91.58	8.42	38.32
American Indian or Alaska Native	--	--	--	--	--
Asian	119	116	97.48	2.52	49.14
Black or African American	104	90	86.54	13.46	10.11
Filipino	18	17	94.44	5.56	41.18
Hispanic or Latino	231	211	91.34	8.66	26.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	36.00
White	223	214	95.96	4.04	61.03
English Learners	81	66	81.48	18.52	1.54
Foster Youth	0	0	0	0	0
Homeless	14	13	92.86	7.14	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	348	317	91.09	8.91	24.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	60	75.00	25.00	6.78

2022-23 Career Technical Education Programs

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 initiative at our secondary schools, designed to increase student achievement and motivation through small learning communities, authentic skills and tasks, and multiple opportunities to learn about and work with career employment partners. In Academy models, Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports can 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 economy 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:

Pathway: IT

- Digital Arts Designs for the Web 1
- InfoSystems Design & Management 1
- Digital Arts/Designs for the Web 2
- InfoSystems Design & Management 2

Pathway: Media

- Intro to Digital Media
- Digital Media
- Advanced Media Communication

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	459
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.57
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	63.11

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	34.9	35.2	34.9	34.4	35.8

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

El Cerrito High School has various opportunities for our parent community. Following are a couple of parent resources for our ECHS parents:

- 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 (SAF) is a non-profit organization that raises contributions for extra-curricular programs and establishes a positive foundation for all of our students in our community, which helps ensure that our school-wide programs are fully funded.
- Investing in Academic Excellence (IAE) is a group of parents that works to raise funds to help support academic programs on campus.
- 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.

2023-24 Opportunities for Parental Involvement

- 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. This committee also decides how to allocate categorical funds associated with English language support programs and to improve the service provided to English Learners.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.8	4.6	4.2	5.8	8.1	9.3	9.4	7.8	8.2
Graduation Rate	89.6	91.1	92.5	84.1	85.5	85	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	402	372	92.5
Female	199	190	95.5
Male	202	181	89.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	60	60	100.0
Black or African American	56	51	91.1
Filipino	--	--	--
Hispanic or Latino	136	116	85.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	17	100.0
White	122	118	96.7
English Learners	47	31	66.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	232	207	89.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	44	28	63.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1590	1568	290	18.5
Female	736	729	134	18.4
Male	846	831	150	18.1
Non-Binary	8	8	6	75.0
American Indian or Alaska Native	2	2	0	0.0
Asian	227	224	13	5.8
Black or African American	280	276	68	24.6
Filipino	33	32	5	15.6
Hispanic or Latino	490	485	124	25.6
Native Hawaiian or Pacific Islander	16	16	5	31.3
Two or More Races	84	83	13	15.7
White	458	450	62	13.8
English Learners	194	191	56	29.3
Foster Youth	7	5	2	40.0
Homeless	33	32	12	37.5
Socioeconomically Disadvantaged	781	768	192	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	222	217	72	33.2

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.95	4.28	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.12	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.28	0
Female	2.72	0
Male	5.67	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.88	0
Black or African American	13.57	0
Filipino	0	0
Hispanic or Latino	3.88	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.19	0
White	1.75	0
English Learners	3.61	0
Foster Youth	0	0
Homeless	12.12	0
Socioeconomically Disadvantaged	5.76	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.46	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	5	4	19
Mathematics	33	3	5	17
Science	31	4	5	13
Social Science	39	1	3	22

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	6	9	15
Mathematics	30	3	11	13
Science	32	2	3	16
Social Science	29	9	7	18

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	6	11	12
Mathematics	29	4	11	9
Science	30	5	1	15
Social Science	31	4	8	20

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	317.08

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6781.96	1892.08	4889.88	77601.83
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-12.0	-0.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-78.2	-12.4

Fiscal Year 2022-23 Types of Services Funded

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

ACHIEVERS INC
ALLIANCE GRAPHICS
AMAZON
ANDREA GARCIA
B & H PHOTO VIDEO INC
BEARCOM COMMUNICATIONS INC.
BRAD DECKER
CALIFORNIA MATHEMATICS COUNCIL NORT
CAROLINA BIOLOGICAL SUPPLY COMPANY
CDW GOVERNMENT
CHUNGYUN DAVID LEE
CLAY PEOPLE INC
COUNTY OF ALAMEDA
D HARRIS TOURS INC
DARREN NGUYEN
EAST BAY CENTER FOR PERFORMING ARTS
ERIC W. JEPSON
FATHAM RIORDAN-NG
FERRIS OLIVER
FIRST STUDENT INC
FLINN SCIENTIFIC INC
FOLLETT CONTENT SOLUTIONS LLC
GOPHER SPORT
JESSY KRONENBERG
KARINA TINDOL
KBA DOCUMENT SOLUTIONS, LLC
MAKERBOT INDUSTRIES
MARTIN C CASTILLO CARDENAS
MATTHEW FALGARES
MICHAELS TRANSPORTATION
NATASHA SINGH
NORTHEASTERN UNIVERSITY
PATRICIA CRESPO
POWERSCHOOL GROUP LLC
PRO-EX CONSTRUCTION
RACHELLE DEGUZMAN
SCHOOL SPECIALTY LLC
SHERA-LOUISE OLLANO
SOUTHWEST SCHOOL & OFFICE SUPPLY
STUDIOFIVE10 LLC
TECHSMITH CORPORATION
TRISTAN SIMBULAN
US BANK
WARDS NATURAL SCIENCE
WCCUSD CENTRAL LIBRARY SERVICES
WCCUSD REVOLVING CASH FUND
X IN A BOX, LLC
YORQUI CARDONA

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20
------------------------------------------	----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	5
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	3
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

El Cerrito High School is focusing on academic language usage in classes, which will help students with both literacy and numeracy. Our professional development plan intends to focus on different strands of academic engagement and rigor through the use of academic language across all content areas. In addition, we are preparing for our big six-year WASC review process for the 2023-24 school year. We are expecting to go through this process in the fall of 2023. The WASC allows us to collaborate with all of our teachers, departments, and staff to address the areas of growth identified by WASC. During their visit, WASC confirms we are meeting the recommendations provided by the WASC visiting committee. To that end, we are

Professional Development

continuing to work with Lead By Learning through Mills College, which focuses on equity and access to all learning opportunities for all of our students. We continue to work on data-centered conversations around student work in order to improve rigor in the classroom. Our departments continue to develop alignment of their curriculum per course, as well as develop and implement aligned assessments where data can be compared within the department. We are also working to ensure that more of our graduates are A-G eligible, which opens more doors to college and career after graduation. We are also working with our parent groups to increase parent involvement in various capacities, from parent volunteers to collaborating to address resources and intervention needs, as well as focus on student activities that are available as part of our school community.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	67	32	7