

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Yerba Buena High School	District Name	East Side Union High
Street	1855 Lucretia Ave	Phone Number	408-347-5000
City, State, Zip	San Jose, CA 95122	Web Site	www.esuhsd.org
Phone Number	(408) 347-4700	Superintendent	Mr. Bob Nunez
Principal	Juan Cruz	E-mail Address	nunezb@esuhsd.org
E-mail Address	cruzjuan@esuhsd.org	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Yerba Buena High School (YB), opened in 1971, is geographically located in the center of the East Side Union High School District (ESUHSD) and is one of eleven comprehensive sites, one continuation high school and four Small But Necessary Schools (SBNS). Like many other schools in California, the Accountability Act of 1999 dramatically changed the focus of the school. The change has been very positive for the school and its learning community. Yerba Buena has received Title I and other categorical funding since its opening. However, previous accountability tended to be measured in types of programs and little in terms of actual student achievement. With the new legislative focus on accountability, programs and services are now measured in terms of student growth and achievement. Potentially negative labels of Immediate Intervention/Under Performing School (II/UPS) and Program Improvement School (PI) have required the school to clearly understand its students and define its expectations for students and the learning community. This new journey of accountability by achievement is well underway as evidenced by the school's growth in the API and other academic measures. The commitment to improving student achievement is very evident. In addition to the school's positive reaction to the external and internal pressure for student achievement, a new construction bond measure, Measure G, ensures that classrooms are state of the art as we improve student achievement. The vision of Yerba Buena High School Community is to nurture and develop students in a safe, accepting and motivating academic environment that challenges and empowers its diverse population to meet the technological, societal and global challenges of the future. Upon

graduation, Yerba Buena students will be prepared to successfully participate in society.

Essential School Wide Learning Results:

Analytical

Students will demonstrate the necessary skills for problem solving, creative group processing, critical thinking and cognitive inquiry.

Communication Literacy

Students will demonstrate competence in oral, written, technological communication, and their ability to assimilate knowledge from written and spoken reference.

Citizenship/Teamwork

Students will demonstrate teamwork and responsible citizenship in our community, state, country, and the world.

Global / Technology

Students will acquire global employability by demonstrating marketable skills in order to function in our constantly changing technological society.

Health

Students will develop self esteem, and maintain appropriate physical, mental and social well-being.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: *Maria Trejo* Contact Person Phone Number: 408-347-4716

The school learning community through parent involvement strives to establish practices and expectations that promote personal relationships and personal attention to its students. Five general parent meetings were held throughout the school year with a focus on family and school. In addition, parents are recruited to join the School Site Council, ELAC (English Language Advisory Committee), and DAC/BDAC.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	402
Grade 3	0	Grade 10	441
Grade 4	0	Grade 11	343
Grade 5	0	Grade 12	399
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1585

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.0	White (not Hispanic)	2.8
American Indian or Alaska Native	0.1	Multiple or No Response	0.0
Asian	29.7	Socioeconomically Disadvantaged	62.6
Filipino	8.4	English Learners	40.0
Hispanic or Latino	56.0	Students with Disabilities	10.0
Pacific Islander	1.1	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.2	26	41	2	25.1	25	40	5	24.2	40	16	17
Mathematics	26.6	12	27	9	27.1	12	24	15	26.1	19	17	16
Science	27.9	3	40	5	29.4		42	4	30.7	1	20	24
Social Science	30.4	2	16	22	30.3		19	20	29.5	5	16	20

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: 12/12/06	Date Last Discussed with Staff: 12/12/06
<p>The Yerba Buena School Safety Committee has developed a school safety plan and monitors its implementation. The plan covers everything from violence prevention to earthquake preparedness. On a yearly basis the school safety plan is updated and reviewed. Important to the plan is the Parent and Community Safety Council held at the district level. Information shared at the meetings assists in updating safety matters at the site level.</p>	

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

<p>The school follows the district's behavioral policy. Behavioral charts are posted in each classroom and office. Parent and student handbooks are mailed to each parent or guardian at the beginning of the school year. If there are any infractions regarding the school's rules, appropriate action is</p>

taken. There are various intervention plans in place to assist the students with specific problems. For example, the APA's office personnel work collaboratively with the school's Family Service Center, the school's Multiservice Team (MST), and the school's Medical Clinic. Along with the above, all of Yerba Buena's parents are encouraged to take an active role in their child's education to ensure that their child successfully completes high school. Yerba Buena has completed its 8th year of common dress. The results of common dress have been a safer school with fewer suspensions.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	13.1%	17%	16.8%	11.2%	7.9%	17.6%
Expulsions	0.0006%	0.13%	0.13%	0.2%	0.18%	0.15%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Yerba Buena High School has completed its 36th year of operation. The campus is currently being renovated through Measure G funds. Classroom renovations in the science, math, and social science buildings have been completed with 49 classrooms modernized. Classroom computers have been replaced or upgraded to handle new features such as electronic classroom attendance, electronic classroom resources and teacher e-mail. The school has completed renovation of its stadium which includes a new all weather track and field and new bleachers. The front of the school has also been renovated adding much needed visitor parking, improved landscaping and an electronic message board.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)		X	Found two gates that needed to be replaced. They will be replaced by 02/03/07.
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms		X	Found student restroom in poor condition. Restroom will be remodeled in the summer of 2007.
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	75	71	76	1033
Without Full Credential	5	6	3	143
Teaching Outside Subject Area of Competence	0	0	1	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	89.5	10.5
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes. However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Tenured teachers are evaluated every other year with temporary and probationary teachers evaluated every year per the collective bargaining unit agreement. Several of the Yerba Buena staff development components also incorporate peer support and shared lesson planning. Yerba Buena staff will use the results of Focus on Learning, the new WASC format, to constantly review and develop plans to improve the school and student learning. Most important in this process was to completely look at the strategies of learning and delivery of instruction which benefit and improve student success. The district mentor teachers and sixteen Subject Area Coordinators support teacher improvement and curriculum development.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	2641.7
Library Media Teacher (Librarian)	0.1	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker	0.0	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	0.0	---
Resource Specialist (non-teaching)	0.0	---
Other	2.0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “The Language of Literature 4 th Course”	McDougal Littell 2002	3/2005	Yes	0%
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
Mathematics				

Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra II – “E & A Algebra 2”	McDougal Littell/ 1998	6/1998	Yes	0%
Math Analysis – “Precalculus With Limits”	Houghton Mifflin/ 2001	6/2001	Yes	0%
Calculus – “Calculus”	Houghton Mifflin/ 1998	6/2001	Yes	0%
Science				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt/ 2001, 03, 04	2/2001	Yes	0%
Biology – “Biology: Web of Life; Holt Biology”	Holt/ 1998, 99, 04	5/1998	Yes	0%
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall/ 2000, 2002	3/2000	Yes	0%
Physics – “Physics: Principles and Problems”	Merrill/Glencoe/ 1983, 95, 02	Orig. approval predates IPC Recs	Yes	0%
History-Social Science				
World History – “ Modern World History”	McDougal-Littell/ 2003	5/2001	Yes	0%
US History – “The United States and It’s People”	Addison-Wesley/1995	5/1996	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We The People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
Foreign Language				
Spanish 1, 2 – Series “Realidades 1, 2”	Prentice Hall/2004	5/2004	Yes	0%
French 1, 2 – Series “Discovering French 1, 2”	McDougal Little/2004	5/1994	Yes	0%
Spanish Speakers 2 – “Sendas Literarias 1”	Pearson Prentice Hall/1995	5/1995	Yes	0%
Spanish Speakers Language AP – “Nuevas Vistas 1”	Holt Reinhart & Winston/2004	*	Yes	0%
Vietnamese Speakers 1, 2, 3, 4 – Series “Vietnamese Language Level 1, 2, 3, 4”	District created textbook	N/A	Yes	0%

English Language Development				
ELD 1, 2, 3 – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2005	Yes	0%
Science Supplies and Lab Equipment				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,788	\$1671	\$6117	\$72,898
District	---	---	\$6074	\$67,720
Percent Difference - School Site and District	---	---	\$43	\$5,178
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$1,374	\$12,861

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICPs); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center. Yerba Buena received additional funds to provide assistance to students with special needs.

The following special programs are offered at the school:

- Sheltered Program/Bilingual Support Program
- Pre-Engineering Magnet Program
- Construction Technology Academy
- Gifted and Talented Education
- Learning Handicapped
- Peer Counselor Program
- Speech Therapy
- Adaptive Physical Education
- Family Service Center - Specialized Counseling
- Counseling
- Upward Bound

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,393	\$37,671
Mid-Range Teacher Salary	\$75,604	\$63,121
Highest Teacher Salary	\$89,953	\$78,630
Average Principal Salary (High)	\$107,889	\$111,909
Superintendent Salary	\$236,920	\$163,061
Percent of Budget for Teacher Salaries	38.6	37.8
Percent of Budget for Administrative Salaries	4.6	5.2

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	17	18	22	33	38	39	36	40	42
Mathematics	13	12	17	16	19	22	34	38	40
Science	7	10	19	20	23	36	25	27	35
History-Social Science	14	16	14	27	31	30	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	31	5	*	0
American Indian or Alaska Native	*	*	*	*
Asian	38	32	36	26
Filipino	32	20	24	20
Hispanic or Latino	12	9	9	7
Pacific Islander	*	*	*	*
White (Not Hispanic)	35	17	*	36
Male	19	17	19	15
Female	27	17	19	13
Economically Disadvantaged	18	17	16	12
English Learners	3	13	6	1
Students with Disabilities	8	9	3	2
Students Receiving Migrant Education Services	8	5	8	5

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	29			47			43	41	42
Mathematics	44			53			51	52	53

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	30.1%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	2	3	2
Similar Schools	1	3	1

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	24	-6	47	652
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	11	0	49	754
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	39	-8	45	580
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	32	11	20	627
English Learners	--	--	48	631
Students with Disabilities	--	--	N/A	N/A

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Yerba Buena High School is not an underperforming school requiring intervention.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	1.1	1.6	6.0	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	88.5	90.8	70.1	89.6	86.6	80.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who

met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	93%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	92%	98%	---
Filipino	N/A	99%	---
Hispanic or Latino	91%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	N/A	100%	---
Socioeconomically Disadvantaged	88%	95%	---
English Learners	70%	83%	---
Students with Disabilities	N/A	100%	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

The Vision of the Yerba Buena High School Community is to nurture and develop students in a safe, accepting and motivating academic environment that challenges and empowers its diverse population to meet the technological, societal and global challenges of the future. Upon graduation, Yerba Buena students will be prepared to successfully participate in society.

Analytical

Students will demonstrate the necessary skills for problem solving, creative group processing, critical thinking and cognitive inquiry.

Communication/Literacy

Students will demonstrate competence in oral, written, technological communication, and the ability to assimilate knowledge from written and spoken reference.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	118
Percent of pupils completing a CTE program and earning a high school diploma	83.3%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	69.1
Graduates Who Completed All Courses Required for UC/CSU Admission	16.9

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	1	---
Foreign Language	1	---
Mathematics	1	---
Science	0	---
Social Science	1	---
All courses	5	1.8

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Yerba Buena focused on preparing for college admission tests by offering pre-college services through UC and CSU outreach guidance services and by providing direct test preparation through: AVID, Migrant Education and Cal-Soap.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	33.2	27.4	34.8
Average Verbal Score	431	425	409
Average Math Score	491	479	471
Average Writing Score	---	---	409

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

There are certain criteria (ESLRs and district goals) all students are expected to possess upon graduating from high school. The school makes every effort to support these endeavors and ensure academic, personal and social success for all students. Yerba Buena continues to collaborate with outside agencies and businesses. Students are provided support through the Department of Social Services, the Health Trust and the Santa Clara Mental Health program. Corporate representatives from Intel, IBM and others work in Economics classrooms as part of the Junior Achievement Program. Other groups such as Catholic Charities, ACCI, Right Connection, S.J. P.D., SJSU, and the various community colleges have established articulation with our school. Programs are also provided for parents to be actively involved in the school. Good is not our goal. We strive for Excellence.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are clearly and consistently aligned with the state's standards and best practices for teaching and learning. All of Yerba Buena's in-services have been tailored to improve student achievement. With the support of the planned professional development program, which emphasizes powerful teaching and learning strategies, differentiating the curriculum, standards-based alignment and cross content area literacy strategies, teachers receive the direction and skills they need to successfully improve their teaching materials, assessments, and strategies.

Yerba Buena utilized 23 specially designed schedules to encourage teachers to share best practices, work towards common goals, belong to a team, and thereby increase collaboration and collegiality.

Therefore, within departments, teachers used a collaboration model to matrix instruction and continue to develop a standards based curricula. In addition to collaborating with Yerba Buena teachers, our teachers also collaborated with feeder schools and with post secondary institutions to articulate curricula, gather data on student achievement, and gain new perspectives. Yerba Buena is rising to the challenge of creating a quality educational experience for all students. The Yerba Buena staff has agreed to participate in a 4 year professional development program through WestEd.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	65,126	64,800
10	65,126	64,800
11	65,126	64,800
12	65,126	64,800

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Yerba Buena used 6 minimum days to provide pre holiday early release for students.