

East Side Union High School District presents...

A Report to the Yerba Buena Community

1997-1998

School • Accountability • Report Card

Yerba Buena High School 1855 Lucretia Avenue San Jose, CA 95122 (408) 279-1500; FAX (408) 279-0675
 Principal: Ms. Julia Lawrence Email: <http://ybnet.esuhd.org> Superintendent: Mr. Joe Coto
 Board of Trustees: Patricia Martinez-Roach, David Cortese, Craig Mann, J. Manuel Herrera, Jeff Ota

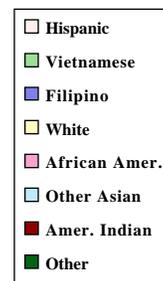
Mission Statement

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.



STUDENT POPULATION

Hispanic	42.7%
Vietnamese	24.2%
Filipino	7.0%
White	6.8%
African American	3.9%
Other Asian	14.0%
American Indian	0.3%
Other	0.9%



SCHOOL FACILITIES and SAFETY

Yerba Buena High School has completed its 28th anniversary last year. The school's facilities are in remarkably good shape. Several things have been changed or renovated to help maintain its beauty and charm.

All of the student and staff restrooms were renovated. The gymnasium was repainted and the floor was replaced. The wrestling and weight room floors were redone. We are in the process of renovating the school theater, equipping it with better seating, lighting, and a surround sound system.

We are upgrading our computer labs, adding more memory, printers, and software. We hope to be able to equip our library to fully accommodate students and their needs for research and word processing.

More staff members are being trained on how to use computers as a teaching tool.

The school does much in the way of being proactive in regards to school safety. There were forums held for at risk youth, leadership conferences, parent meetings, and community meetings. We utilize community resources such as Catholic Charities, The Right Connection, Asian Community and Crisis Institute, who do much to help with mentoring, tutoring and counseling students.

The student enrollment at Yerba Buena was 1,936 (10/97). The ethnic composition of the student population is illustrated above. Thirty-four percent of the students are limited-English-proficient. These students receive language instruction in English-as-a-Second-Language (ELD). Nine percent of our students are special education students who are mainstreamed and participate in regular activities.

LOCATION

Yerba Buena High School is located in the central part of the East Side Union High School District. The school is on Lucretia Avenue between Tully and Story Road. Looking more like a college campus, the school serves as both an education and community center.

Superintendent Joe Coto
 East Side Union High School District
 830 North Capitol Avenue
 San Jose, CA 95133

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PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 279-1500.

DỊCH THUẬT: Nếu quý vị cần bản tường trình này bằng tiếng Việt, xin gọi số 227-8800—Nguyet Dinh

CLASS SIZE and TEACHING LOADS

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three different subjects to prepare. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art29	Other 30
Business Education29	Safety Education 35
Typing/Keyboard40	Science.....32
English.....30	Social Science..... 34
Foreign Language29	<i>Additionally, the following</i>
Homemaking.....29	<i>classes average:</i>
Industrial Education.....29	ELD
Mathematics32	Language Arts 1 & 2..... 20
Performing Arts (Band,	Survival Skills 20
Choir, except for Drama).....30	Language Arts 3 30
Physical Education42	Bilingual/Sheltered 25
Reading	
Improvement & Development.20	

All ninth grade English, Math and Science classes were loaded at a ratio of 25 to 1.

TRAINING and CURRICULUM IMPROVEMENT

A concerted effort is made to provide staff training on nonstudent Staff Development days. Most of last year was spent on Focus on Learning, the new process for schools to do their accreditation review. The review focuses on five major areas:

1. Vision/Leadership
2. Curricular Path
3. Powerful Teaching and Learning
4. Support for Student Personal and Academic Growth
5. Assessment and Accountability



These areas provide various opportunities for focus on Staff Development. Staff members also participated in the following areas of training:

1. Equity 2000
2. AVID Training
3. Quantum Learning
4. CLAD Training
5. ESL/Sheltered Instructor
6. San Jose Educational Network Training
7. Health Services/Peer Counseling
8. Intervention Services to Students (SAP)

TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

All teachers and staff are evaluated regularly. Teachers are observed and assisted by administrators. The Associate Principals are evaluated by the Principal. The Principal is evaluated by the Superintendent.

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.

Twenty-seven mentor teachers and sixteen Subject Area Coordinators support teacher improvement and curriculum develop-

TEXTBOOKS and INSTRUCTIONAL MATERIALS

All students are provided with textbooks for courses that require them. A new textbook costs between \$35.00 and \$40.00. The price continues to increase which can create a hardship for students who lose their textbooks. It creates a bigger hardship for the district when books are lost and never paid for.



Numerous new titles are approved yearly for the core subject areas. There are four major computer laboratories and computer systems in classrooms that are networked to the computer labs. These labs are dedicated to support the students in the Pre-Engineering Magnet program and the English/ELD students. The other systems are used in Business, Science, Mathematics, Industrial Technology, Social Studies, Foreign Language, English, Reading and the Gifted Program, as well as the library. All IBM networks are interconnected to allow students access from one network to another. The computers are used throughout the school day and after school for word processing, supplementing teacher instruction, and in after-school tutorial.

SUBSTITUTE TEACHERS

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year.

Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period.

Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained.

For the school year of 1997-98, there were approximately 10 teachers requiring special credentials throughout the district.

QUALITY OF INSTRUCTION and LEADERSHIP

The Yerba Buena High School Community is committed to striving for excellence. During this past school year, Yerba Buena underwent the WASC (Western Association of Schools and Colleges) Accreditation process. The new format entitled Focus on Learning, allowed all stakeholders to be involved with assessing the school's needs and developing action plans for improving the school and its programs. The following represents some key elements that were results of this endeavor.

Vision

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.

Expected Schoolwide Learning Results (ESLR)

• 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.

• 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, maintain appropriate physical, mental and social well-being.

These are characteristics we expect all students will possess upon graduating from high school. Every effort will be made to support achievement of these ESLRs by our students. The school continues to collaborate and communicate with outside agencies and businesses. Much support is given for students' physical, emotional, and mental welfare through the Department of Social Services and Santa Clara Mental Health. Corporate representatives work in Economics classrooms for Junior Achievement. Representatives from SJSU, USC, IBM, USC, Evergreen College, VIVO, and ACCI work to ensure our students are able to make postsecondary decisions. Several workshops and seminars are held throughout the year to help train parents in communication skills, technology skills, school curriculum, policies and procedures.

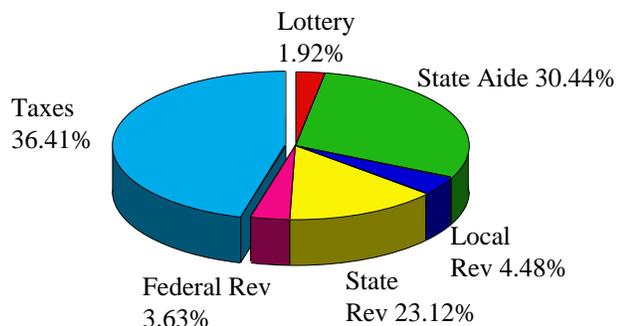
"Good is not our goal. We strive for Excellence."

EXPENDITURES and SERVICES OFFERED

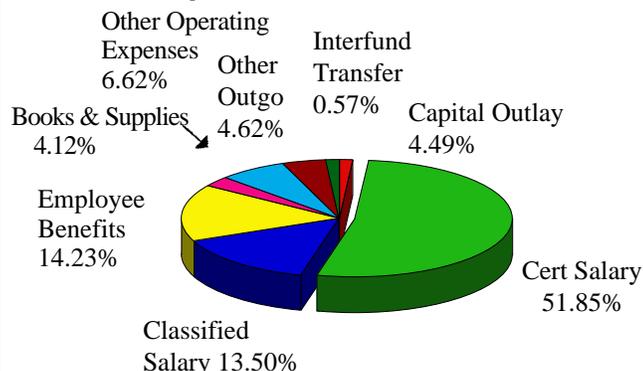
In 1997-98, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,464 per student. The graphs below illustrate district income and expenditures.

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

—General Fund Income—



—District Expenditures—



to enter the work force or further their education. Included are Integrated Career Programs (ICP's); 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
- Gifted and Talented Education
- Learning Handicapped
- Peer Counselor Program
- Speech Therapy
- Adaptive Physical Education
- Family Service Center - Specialized Counseling
- Welcome Center / Foreign Students
- Counseling
- Project 50
- Upward Bound
- Title 1 School-Based Coordinated Program
- School Wide Tutoring
- AP / Honors / Program
- CAPP Grant - 90% of 9th graders in Algebra I
- Student/Family Service Center

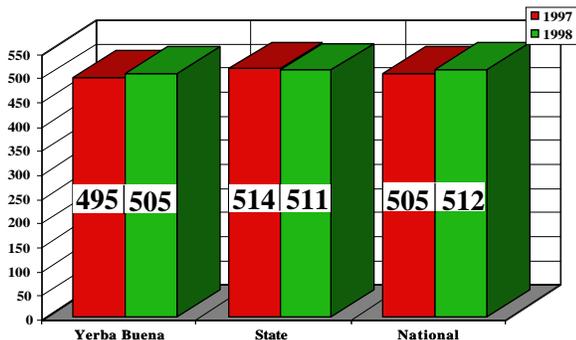
—Compensation / Salary—

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

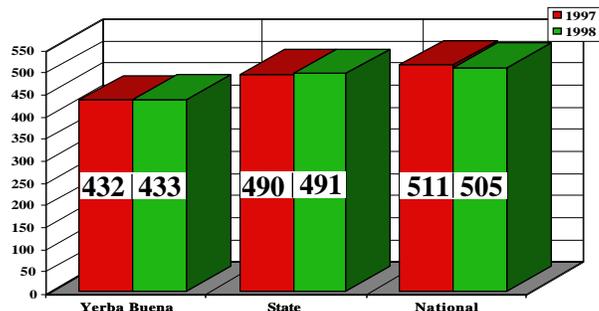
	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD
Beginning Teacher's Salary	\$27,896	\$25,531-\$34,662	\$29,577
Midrange Teacher's Salary	\$45,863	\$36,805-\$57,996	\$48,018
Highest Teacher's Salary	\$55,196	\$50,523-\$66,667	\$57,528
School-Site Principal's Salary	\$79,461	\$69,202-\$96,993	\$82,764
District Superintendent's Salary	\$106,594	\$82,082-\$126,719	\$110,165

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Yerba Buena students who gave permission to have their scores reported to their school averaged a scale score of 505 in 1998. This represents an increase of 10 points from the previous year. The graph above compares the mean mathematics scores for Yerba Buena attained in 1997 and 1998 with those attained by students across the state and across the nation.

In 1998, Yerba Buena students volunteering their scores averaged a verbal scale score of 433, an increase of 1 point over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Yerba Buena attained in 1997 and 1998 with those attained by students across the state and across the nation.

COUNSELING and STUDENT SUPPORT SERVICES: 1997 -1998

Yerba Buena has 99 full/part time certificated staff and 20 full/part time instructional aides who provide direct classroom assistance to its multilingual population.



The administrative staff includes the principal, two associate principals, and a coordinator for supplementary education programs. In addition, the school provides counseling services with 4.6 academic counselors, two student advisors, two home-school liaisons and a student activities director. Additional student support services include a librarian and a library technician, a career center technician, health and attendance clerks, a registrar, counseling technicians, bookroom clerk, school bank, nutrition staff and custodial staff.

The school is unique in that it operates a Medical Center, Outreach Counseling Center, Intervention Center, Academic Counseling Center, MSW's, Therapists, and Peer Counselors.

ATTENDANCE and DROPOUT RATES

During the 1997-98 school year, the students average an attendance rate of 87%. Yerba Buena High School attendance personnel monitor student attendance by making daily telephone calls and by sending absence reports through the mail to the students' home. Attendance clerks maintain a daily log of each telephone contact. Students' uncleared absences are posted on the teachers' scan sheets. The scan sheets shows a two week history of the students' attendance. This information serves as a notice to the teachers to assist in notifying the students of their uncleared absences. Additionally, students' uncleared absences are posted on the students' six weeks report cards.



Moreover, the school has an auto-dialer that calls the student's home if he or she has one or more period absences. Students who have an excessive number of absences are referred to the school's Home School Community Liaison. The Liaison will visit the student's home to determine why the student has accumulated the absences.

As for Yerba Buena's dropout rate, the number of students leaving was 8.8% of the school total population. This formula is based upon the number of students who withdraw from school and do not request their school records (school transcript) be forwarded to another educational institution. The total number of students suspended during the 1997-98 school year was 239, with 1 student expelled.

CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

Yerba Buena has a new "no hat" policy. This was done to create a more positive climate for learning. Students have one less thing they need to focus on and can, therefore, concentrate more on their academics. It has proven to be a huge success. The next step is to move toward a "common dress" policy.

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 will be taken. There are various intervention plans in place to assist the students with specific problems.

For example, the APA's office personnel works collaboratively with the school's Family Service Center, the school's School Assistance Program (SAP), the school's PEER Counseling Program, and the school's Medical Center. 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.