



# Yerba Buena High School

1855 Lucretia Ave • San Jose, CA 95122 • 408-347-4710 • Grades 9-12

Mary Pollett, Principal

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<http://yerbabuena.esuhsd.org>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
(408) 347-5000  
[www.esuhsd.org](http://www.esuhsd.org)

#### District Governing Board

Lan Nguyen

**Board President**

Van T. Le

**Board Vice President**

J. Manuel Herrera

**Board Clerk**

Pattie Cortese

**Board Member**

Lorena Chavez

**Board Member**

#### District Administration

Chris D. Funk

**Superintendent**

Teresa Marquez

**Associate Superintendent**

**Educational Services**

Chris Jew

**Associate Superintendent**

**Business Services**

Glen Vander Zee

**Associate Superintendent**

**Human Resources**

### School Description

Yerba Buena High School prides itself upon the connections that the staff makes to our students and their families. Our goal is to ensure that all students graduate college and career ready. We offer programs for all students at every level to support student success academically, socially and emotionally. Yerba Buena High School has a caring, dynamic staff that is not afraid to take risk and works diligently for to ensure that all students succeed. In the past six years Yerba Buena has exceeded all expectations in every metric of academic success. We take pride in our inclusive culture that promotes open access to AP classes with support and safeguards to ensure success. We offer nearly 50 sections of AP courses among over 15 subjects. The 4-year Local Cohort Graduation rate is at 96.3%. All students in grades 9 and 10 take the practice SAT and 11th grade students take the SAT exams at no cost to their families. We are recipients of the Hoffman and Poster Award, CSBA Golden Bell Award, Bold Steps for Children Award, Project Cornerstone Assets' Champion Caring High School Award. We have an experienced and highly qualified teaching staff with an average of 15 years of experience in the classroom. We have a brand new state-of-the-art college style student union.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	487
Grade 10	388
Grade 11	467
Grade 12	442
<b>Total Enrollment</b>	<b>1,784</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	43.8
Filipino	5.9
Hispanic or Latino	46.9
Native Hawaiian or Pacific Islander	0.2
White	1.6
Two or More Races	0.8
Socioeconomically Disadvantaged	71.5
English Learners	24.9
Students with Disabilities	7.4
Foster Youth	0.1
Homeless	0.7

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Yerba Buena High	18-19	19-20	20-21
With Full Credential	74.8	70	66
Without Full Credential	8	3	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	18-19	19-20	20-21
With Full Credential	♦	♦	912.1
Without Full Credential	♦	♦	32.1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Yerba Buena High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Yerba Buena High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

#### Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002                      English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002                      English 3 – MyPerspectives: American Literature//Pearson                      ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013                      AP Composition and Language-- The Norton Reader                      AP Composition and Literature--The Intro to Literature</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016                      CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016                      CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016                      Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012                      AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010                      AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010                      AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010                      Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016                      AP Computer Science Principles - Online materials</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)                      NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (through Dec 2020), CK-12 eTextbook (pilot)                      NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (through Dec 2020), CK-12 eTextbook (pilot)                      Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002                      A Hands Introduction to Forensic Science -2014                      AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015                      AP Biology- Campbell AP Biology In Focus 1st edition- Prentice Hall 2004                      AP Chemistry- Chemistry The Central Science- Brown &amp; Lemay                      Marine Biology - Marine Science - AMSCO 2004                      Living Earth Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)                      Physical Science Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>World History – “Modern World History” McDougal-Littell 2003                      US History – “The American Vision” Glencoe/McGraw Hill 2006                      American Government – "Government Alive! Power, Politics and You" TCI 2014                      Economics – “Econ Alive! The Power to Choose" TCI 2015                      AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018                      AP US History - "America's History for the AP Course" Bedford 2014                      AP Government - "Government in America" Pearson Learning 2014                      AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014                      AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014                      AP Psychology - "Psychology for AP" Worth 2015                      World Geography - "Geography Alive!" TCI 2011</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	Science labs are not used at this time due the COVID-19 pandemics <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

#### Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the YB custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

#### Age Of School Buildings

Yerba Buena High School has completed its 46th year of operation. All four main buildings containing classrooms have been renovated within the past 10 years.

Yerba Buena has recently completed its one of a kind college style student union. Touted as the "nicest building" in the east side, the YBHS student union provides students with a physical environment that promotes a collegiate, professional atmosphere.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

#### Year and month in which data were collected: Sept. 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	100 bldg electrical panel blocked, site removed items.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Missing water fountain and cracked toilet in gym. Plumber replacing both items.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire alarm trouble at student union, Low Voltage team addressed the issue. Fuel found stored not in flammables cabinet in custodial room.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Broken sprinkler head near tennis courts causing ponding, site replaced head.
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	55	N/A	59	N/A	50	N/A
Math	30	N/A	39	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	19	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-21)

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. In addition to meetings the school has made efforts to provide social events for parents so that they can begin collaborating so they can support each other. Standing meetings hosted for parents include:

School Site Council: Once a month

ELAC: Once a month

DELAC: Once a month

Parent Engagement Meetings: 4 times a year.

Coffee with the Principals: 8 times a year

Back to school nights: Twice a year

Parent Center: Open at all times

For more information about getting involved with Yerba Buena please call the main school at (408) 347-4716 for 408-347-4717.

**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.

**School Safety Plan (School Year 2020-2021)**

The Yerba Buena High School Safety Committee has developed a school safety plan and monitors its implementation. The plan covers everything from violence prevention to earthquake preparedness for all students and staff. 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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.1	2.7	3.6	3.4	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.5	3	2.5
Expulsions	0.05	0.04	0.05

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	356.8

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

\*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.



### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	24	32	54	3	24	32	46	4	26	19	49	9
Mathematics	24	25	43		26	16	35	7	30	6	31	14
Science	27	12	35	13	26	16	31	10	30	5	28	19
Social Science	25	17	35	8	25	18	29	11	28	8	30	15

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	30	28	31

Yerba Buena High school has 140 minutes of weekly collaboration almost every Wednesday. Professional development opportunities for staff members are implemented through PLCs and PLC leaders: Are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,291	\$52,670
Mid-Range Teacher Salary	\$95,712	\$89,660
Highest Teacher Salary	\$118,115	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$149,107	\$158,074
Superintendent Salary	\$292,671	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	32.0
Administrative Salaries	3.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,979	\$1,598	\$8,382	\$89,650.23
District	N/A	N/A	\$8,318	\$94,375
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.8	-5.1
School Site/ State	7.8	-0.7

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

## Types of Services Funded

- Collect data to identify students as (Core, Strategic or Intensive)
- Continue to implement Professional Learning Communities (PLC)
- Read 180 ELA intervention program
- Implement afterschool academic support programs
- Implement scaffolding and differentiated techniques in accordance with the district's Academic Language initiative
- Continue to implement a Saturday Academic and ADA Recovery Intervention Program
- Continue to implement an in-house intervention program
- Provide a comprehensive parent and student support services
- AVID Program
- Smaller counselor to student ratio
- Parent literacy and support services
- Supplement instructional technology

## State Priority: Pupil Engagement

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

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

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

Rate for Yerba Buena High School	2016-17	2017-18	2018-19
Dropout Rate	12.3	12.8	9.4
Graduation Rate	81.5	82.6	84.9

Rate for East Side Union High School	2016-17	2017-18	2018-19
Dropout Rate	20.5	17.8	15.6
Graduation Rate	71.5	75.7	77.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	215
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.47
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	38.81

### 2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	9	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	7	N/A
Science	3	N/A
Social Science	20	N/A
All courses	44	40.2

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

## **Career Technical Education Programs**

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

Courses/Programs include:

Engineering  
Architectural Design and Green Construction

Students can also attend Silicon Valley Career Technical Education (SVCTE) program off site at 760 Hillsdale Avenue, San Jose, CA 95136. SVCTE provides buses for students to and from the school site. SVCTE program offers many courses and below are courses that YB students participate:

- Mobile App Design
- Dental Assistant
- Medical Science/Health careers
- Pharmacy Technology
- Sports Med/Kinesiology
- Heat/Vent/Air Cond (HVAC)
- Metals Technology
- Culinary Arts
- Cybersecurity
- Animation
- Law Enforcement
- Forensic Sciences
- Film and Video Production
- Internet engineering
- Integrated Animal Science
- Fire Science 1
- Fashion Design/Textile Art
- Advanced Auto Services
- Mechatronic

### **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.