

Yerba Buena High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Yerba Buena High School
Street	1855 Lucretia Avenue
City, State, Zip	San Jose, CA 95122
Phone Number	408-347-4710
Principal	Mary N. Pollett
Email Address	pollettm@esuhsd.org
School Website	http://yerbabuena.esuhsd.org
County-District-School (CDS) Code	43694274330015

2022-23 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website Address	www.esuhsd.org

2022-23 School Overview

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, wellness, socially and emotionally. Yerba Buena High School has a caring, dynamic staff who is not afraid to take risk and works diligently for to ensure that all students succeed. In the past few 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 over 50 sections of AP courses among over 16 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 and 12th 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 10 years of experience in the classroom. We have a brand new state-of-the-art college style student union.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	456
Grade 10	377
Grade 11	473
Grade 12	392
Total Enrollment	1,698

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.1
Asian	42.3
Black or African American	0.9
Filipino	4.9
Hispanic or Latino	48.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.4
White	1.7
English Learners	25.6
Foster Youth	0.2
Homeless	1.3
Migrant	0.1
Socioeconomically Disadvantaged	65.4
Students with Disabilities	10.5

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)	59.60	83.56	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	2.50	3.50	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	5.31	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.56	25.50	2.25	12115.80	4.41
Unknown	4.30	6.04	60.90	5.39	18854.30	6.86
Total Teaching Positions	71.30	100.00	1131.80	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)	59.10	82.35	943.60	82.39	234405.20	84.00
Intern Credential Holders Properly Assigned	2.50	3.48	35.40	3.10	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	3.76	79.50	6.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.11	25.60	2.24	11953.10	4.28
Unknown	6.60	9.28	60.90	5.32	15831.90	5.67
Total Teaching Positions	71.80	100.00	1145.30	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.70	2.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.70	2.70

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	0.00	0.00
Local Assignment Options	1.10	0.80
Total Out-of-Field Teachers	1.10	0.80

2021-22 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)	6.90	5.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.20	4.50

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	Yes	0%

	ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature		
Mathematics	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 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Forensic Science - A Hands-on Introduction to Forensic Science 2014 AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015 AP Chemistry- Chemistry The Central Science- Brown & Lemay Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 Marine Biology - Marine Science - AMSCO 2004 Living Earth Essentials - CK-12 eTextbook Physical Science Essentials -CK-12 eTextbook	Yes	0%
History-Social Science	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 - "AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015	Yes	0%

Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science labs are adequately equipped.	Yes	0%

School Facility Conditions and Planned Improvements

Overview

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.

Year and month of the most recent FIT report	Oct. 2022
---	-----------

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		Large number of ceiling panels and light covers that need replacement, some minor wall damage to repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Some cluttered rooms in theater
Electrical		X		Light bulbs and outlet covers to replace, 3 outlets in 650 need assessment for power
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Large number of power strips and extension cords used for permanent power, one missing extinguisher in gym, some bleach cleaner present

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	34	N/A	33

2021-22 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	475	441	92.84	7.16	53.74
Female	221	204	92.31	7.69	58.82
Male	254	237	93.31	6.69	49.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	213	206	96.71	3.29	67.96
Black or African American	--	--	--	--	--
Filipino	25	22	88.00	12.00	63.64
Hispanic or Latino	216	196	90.74	9.26	37.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	101	89.38	10.62	7.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	251	233	92.83	7.17	51.07
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	37	84.09	15.91	8.11

2021-22 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	475	441	92.84	7.16	30.30
Female	221	204	92.31	7.69	26.73
Male	254	237	93.31	6.69	33.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	213	206	96.71	3.29	48.54
Black or African American	--	--	--	--	--
Filipino	25	22	88.00	12.00	31.82
Hispanic or Latino	216	195	90.28	9.72	9.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	101	89.38	10.62	5.94
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	251	233	92.83	7.17	27.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	37	84.09	15.91	2.70

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35	NT	37.64	28.5	29.47

2021-22 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	837	761	90.92	9.08	35
Female	389	349	89.72	10.28	31.32
Male	448	412	91.96	8.04	38.11
American Indian or Alaska Native	0	0	0	0	0
Asian	382	361	94.5	5.5	50
Black or African American	--	--	--	--	--
Filipino	47	40	85.11	14.89	35
Hispanic or Latino	372	330	88.71	11.29	17.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	18	16	88.89	11.11	37.5
English Learners	186	161	86.56	13.44	1.86
Foster Youth	0	0	0	0	0
Homeless	17	17	100	0	11.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	455	409	89.89	10.11	32.6
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	52	81.25	18.75	3.92

2021-22 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
- College Connection Academy (CCA) program where juniors and seniors in the program are taking classes at Evergreen Valley College on Tuesdays and Thursdays
- AVID Program
- Student Leadership Program
- 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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	373
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.1
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.65
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	52.48

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	91%	87%	88%	90%	89%

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.

2022-23 Opportunities for Parental Involvement

The school learning community through parent involvement strives to establish practices and expectations that promote personal relationships and personal attention to its students. Five or more 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 DELAC (District English Language Advisory Committee). In the 2022-23 school year, we are excited to announce the formation of the YBHS parent Alliance group. Their mission is to be Warrior Advocates for our school community. They have a range of initiatives planned such as College major and career paths exploration, fundraising social events, safety education and family workshops that aim to bridge generational gaps, promote family communication and student mental wellness, and appreciation events for Teacher, School Staff, and Administrator. 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

2022-23 Opportunities for Parental Involvement

DELAC: Once a month
Parent Engagement Meetings: 4 times a year.
Coffee with the Principals: 7 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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		10.3	8.7		14.5	13.6		8.9	7.8
Graduation Rate		85.7	87.3		78.4	81.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	393	343	87.3
Female	178	160	89.9
Male	215	183	85.1
American Indian or Alaska Native	0	0	0.0
Asian	176	167	94.9
Black or African American	0	0	0.0
Filipino	25	21	84.0
Hispanic or Latino	175	141	80.6
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	11	8	72.7
English Learners	115	83	72.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	327	285	87.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	41	19	46.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1802	1770	361	20.4
Female	871	858	180	21.0
Male	931	912	181	19.8
American Indian or Alaska Native	2	2	1	50.0
Asian	739	730	51	7.0
Black or African American	16	16	6	37.5
Filipino	85	85	17	20.0
Hispanic or Latino	898	876	265	30.3
Native Hawaiian or Pacific Islander	5	5	3	60.0
Two or More Races	26	26	8	30.8
White	31	30	10	33.3
English Learners	516	494	125	25.3
Foster Youth	4	4	3	75.0
Homeless	39	36	16	44.4
Socioeconomically Disadvantaged	1272	1250	281	22.5
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	199	194	67	34.5

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.45	2.87	2.45
Expulsions	0.05	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.50	0.03	3.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.50	0.00
Female	2.07	0.00
Male	2.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.68	0.00
Black or African American	25.00	0.00
Filipino	2.35	0.00
Hispanic or Latino	3.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.23	0.00
English Learners	3.29	0.00
Foster Youth	0.00	0.00
Homeless	2.56	0.00
Socioeconomically Disadvantaged	2.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.03	0.00

2022-23 School Safety Plan

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 by the school administration, department chairs, and by the school site council. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	26	19	49	9
Mathematics	30	6	31	14
Science	30	5	28	19
Social Science	28	8	30	15

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	26	25	40	13
Mathematics	29	10	29	13
Science	28	10	38	8
Social Science	26	16	28	10

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	25	19	56	1
Mathematics	26	16	32	10
Science	26	15	30	9
Social Science	27	10	31	9

2021-22 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	339.6

2021-22 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)	5.0
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$9,729	\$2,196	\$7,534	\$87,810
District	N/A	N/A	\$7,916	\$100,753
Percent Difference - School Site and District	N/A	N/A	-4.9	-13.7
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	13.3	-6.9

2021-22 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
- Provide a comprehensive parent and student support services
- AVID Program
- College Connection Academy Program
- Student Leadership Program
- Student Equity Council
- Student Senate
- Smaller counselor to student ratio
- Parent literacy and support services
- Supplement instructional technology

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$61,991	\$55,947
Mid-Range Teacher Salary	\$97,975	\$90,080
Highest Teacher Salary	\$125,613	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$158,501	\$164,633
Superintendent Salary	\$292,671	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	31.4
--	------

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	1
English	10
Fine and Performing Arts	3
Foreign Language	1
Mathematics	6
Science	2
Social Science	15
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

Professional Development

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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	31	29	23