

School Accountability Report Card

School Year 2001-2002

School Information		District Information	
School Name	Yerba Buena High	District Name	East Side Union High
Principal	Dan Moser	Superintendent	Joe Coto
Street	1855 Lucretia Ave.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95122-3730	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408 347-4700	Phone Number	408 347-5000
FAX Number	408 347-4715	FAX Number	408 347-5045
Web Site	Ybhs.ca.campusgrid.net	Web Site	www.esuhsd.org
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CDS Code	43-69427-4330015	SARC Contact	Lorraine Guerin

School Description and Mission Statement

School Description

Yerba Buena High School prepares students through rigorous course work for the technological and global opportunities of the 21st century. The themes of literacy, high achievement, and technology are interwoven throughout the students' day. The school has embraced a standards-based approach to setting high expectations for all students.

To provide students with the best learning environment, Yerba Buena High School recently renovated its science and social science buildings as part of the school's construction master plan. New construction is underway on 14 new state-of-the-art math and classrooms. Additional renovations are projected for the next several years.

Yerba Buena High School is committed to providing a climate and culture that promotes student learning and high achievement.

Mission

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

- All students can learn.
- All students will become critical thinkers.
- All students will become competent in communication skills (oral and written).
- All students will have the opportunity to earn a high school diploma.
- All students, upon graduation, will understand the meaning of citizenship.
- All students will become an active participant in the community.
- All students will have the right to be safe at school.
- All students will develop a marketable skill.

All students, upon graduation, will be proficient in technology.

Opportunities for Parental Involvement

Contact Person Name	Dan Moser	Contact Person Phone Number	408.347.4710
The school learning community through parent involvement strives to establish practices and expectations that promote personal relationships and personal attention to its students. Six general parent meetings were held throughout the school year with a focus on family and school relations, family wellness, and education opportunities for parents. Because many families speak languages other than English, translation devices have facilitated parent participation at the large meetings. Additionally, parent training in math, English as a Second Language, and computer training was offered with great success. Parents are involved in school planning by serving on the School site council and the Safety Council.			

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Grade 9	433
Grade 10	457
Grade 11	480
Grade 12	401
Ungraded Secondary	13
Total	1784

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	52	2.9	Hispanic or Latino	911	51.1
American Indian or Alaska Native	6	0.3	Pacific Islander	22	1.2
Asian-American	597	33.5	White (Not Hispanic)	65	3.6
Filipino-American	131	7.3	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	October 2001	Date Last Discussed with Staff	October 2001
<p>The Yerba Buena School Safety Committee has developed a school safety plan and monitors its implementation. The plan covers everything from violence prevention to earthquake preparedness. On a yearly basis the school safety plan is updated and reviewed. Important to the plan is the Parent and Community Safety Council held at the district level. Information shared at the meetings assists in updating safety matters at the site level. Additionally, a monthly safety meeting is held by community providers to assess climate and determine any immediate safety needs. The result has been a safe and orderly campus. Both parents and students rate the school as a safe place to be.</p>			

School Programs and Practices that Promote a Positive Learning Environment

The school follows the district's behavioral policy. Behavioral charts are posted in each classroom and office. Parent and student handbooks are mailed to each parent or guardian at the beginning of the school year. If there are any infractions regarding the school's rules, appropriate action is taken. There are various intervention plans in place to assist the students with specific problems.

For example, the APA's office personnel work collaboratively with the school's Family Service Center, the school's 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. Yerba Buena has completed its 2nd year of common dress. The results of common dress have been a safer school with fewer suspensions.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide

average for the same type of school.

	School			District		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	185	169	222	2549	2101	2109
Suspensions (rate)	9%	9%	12.4%	10%	9%	9%
Expulsions (number)	6	0	2	74	31	31
Expulsions (rate)	.3%	0	.1%	.3%	.1%	.1%

School Facilities

Yerba Buena High School has completed its 30th year of operation. The campus is currently being renovated through Measure A funds. Science classrooms have been renovated and work will be started on the 300 Building. The computer labs have been upgraded by adding more memory, purchasing more computers for the library, and completing two new labs for the business department with a PC platform.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
8	---			---			---	32	32

9	---	14	15	---	27	32	---	28	33
10	---	13	18	---	27	30	---	31	33
11	---	15	12	---	24	28	---	29	31

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
8	---	---		---	---		---	---	27
9	---	---	11	---	---	17	---	---	21
10	---	---	15	---	---	15	---	---	21
11	---	---	12	---	---	13	---	---	18

CST - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	8	---	---	7	---	---	22
10	---	---	12	---	---	22	---	---	26
11	---	---	11	---	---	18	---	---	25

CST - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	11	---	---	22	---	---	24
10	---	---	12	---	---	19	---	---	24

11	---	---	13	---	---	23	---	---	31
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CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
8							
9	11	19	5	26	17	12	
10	17	18	1		14	20	4
11	11	11			13	11	0

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
8							
9	11	11	5	16	11	8	
10	17	14	6		16	15	9
11	12	12	5		16	11	

CST - Subgroups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	14	9	2	20	11	14	
10	16	7	1		13	11	
11	15	11			12	14	13

CST - Subgroups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	14	9	2	20	11	14	
10	16	7	1		13	11	4
11	15	11			12	14	10

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
8								
9	6		28	27	7			
10	21		28	18	9		43	
11	18		18	24	3			

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
8								
9	7		26	14	1			
10			27	11	8			
11			20	12	2			

CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			17		5			
10			22	22	5			
11			15	19	5			

CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	13		19	12	6			
10	15		18	21	5		27	
11	17		17	29	7			

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
8							49	50	49
9	13	22	18	30	32	33	35	35	34
10	13	15	19	26	28	31	34	34	34
11	17	18	17	29	29	30	36	37	37

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
8							48	49	50
9	48	48	48	57	56	60	51	51	52
10	39	38	43	46	47	50	46	45	46
11	39	41	43	48	47	48	47	46	47

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	17	19	4	31	19	17	
10	20	18	2	30	16	21	5
11	19	14	1	23	19	16	14

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	46	50	31	66	53	44	37
10	46	41	22	57	48	41	39
11	47	37	20	53	45	42	52

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
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9	6		30	24	11			
10	23		27	19	12		46	
11			18	34	9			

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	40		72	64	33			
10	23		65	59	28		46	
11			58	56	26			

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	26.4	15.0	38.8	23.4	20.2	27.0	22.7	21.0	24.6

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their

students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at www.cde.ca.gov or by speaking with the school principal

School Wide API

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	89	94	95	Percentage Tested	94	95	98
API Base Score	532	530	547	API Growth Score	510	541	560
Growth Target	13	14	13	Actual Growth	-22	11	13
Statewide Rank	3	3	3				
Similar Schools Rank	4	2	4				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Asian-American				Asian-American			
API Base Score	596	610	635	API Growth Score	597	629	635
Growth Target	10	11	10	Actual Growth	1	19	0
Filipino-American				Filipino-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	462	445	450	API Growth Score	419	444	487
Growth Target	10	11	10	Actual Growth	-43	-1	37
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score	476	497	500	API Growth Score	469	493	545
Growth Target	10	11	10	Actual Growth	-7	-4	45

API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs	Federal Programs
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	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	NO	YES	YES	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	YES	YES	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	YES	YES	Exited Title 1 Program Improvement			
Received II/USP \$	NO	YES	YES				

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	1992	1968	1864	24259	24577	24282	165903 0	170349 2	173557 6
Number of Dropouts	65	188	34	1098	840	601	46470	47282	47899
Dropout Rate	3.3	9.6	1.8	4.5	3.4	2.5	2.8	2.8	2.8

V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

Subject	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	24.94	37	33	12	23.10	51	44	2	24.24	38	40	8
Mathematics	25.26	26	32	7	25.69	19	39	3	26.84	13	35	7
Science	26.57	12	33	6	25.68	11	44	2	27.28	4	40	6
Social Science	27.76	10	25	16	28.83	3	32	12	28.39	5	33	8

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	97	92	88
Full Credential (full credential and teaching in subject area)	79	79	74
Teaching Outside Subject Area (full credential but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	15	10	14
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	4	3	1

Teacher Evaluations

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 development.

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	4
Librarian	1
Psychologist	1
Social Worker	*
Nurse	**
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

* Yerba Buena has a social worker from the county on the campus to assist students and families in need.

** There are two nurses in the district who serve all schools.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
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VII. Curriculum and Instruction

School Instruction and Leadership

There are certain criteria (ESLRs and district goals) all students are expected to possess upon graduating from high school. The school makes every effort to support these endeavors and ensure academic, personal and social success for all students.

Yerba Buena continues to collaborate with outside agencies and businesses. Students are provided support through the Department of Social Services, the Health Trust and the Santa Clara Mental Health program. Corporate representatives from Intel, IBM and others work in Economics classrooms as part of the Junior Achievement Program. Other groups such as Catholic Charities, ACCI, Right Connection, S.J.P.D., SJSU, and the various community colleges have established articulation with our school.

Programs are also provided for parents to be actively involved in the school. "Good is not our goal. We strive for Excellence."

Professional Development

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

Yerba Buena utilized three full days of service and 22 specially designed schedules to encourage teachers to share best practices, work towards common goals, belong to a team, and thereby increase collaboration and collegiality. Therefore, within departments, teachers used a collaboration model to matrix instruction and continue to develop a standards based curricula. In addition to collaborating with Yerba Buena teachers, our teachers also collaborated with feeder schools and with post secondary institutions to articulate curricula, gather data on student achievement, and gain new perspectives. Yerba Buena is rising to the challenge of creating a quality educational experience for all students.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. A new textbook costs between \$55.00 and \$60.00. 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.

Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	65,014	64,800
10	65,014	64,800
11	65,014	64,800
12	65,014	64,800

Total Number of Minimum Days

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VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	1	31
Computer Science			
English	1	2	62
Foreign Language	1	1	6
Mathematics	1	1	28
Science			
Social Science			

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
7130	4899	68.7

Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
305	88	28.9

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	430	397	401	5632	5693	5590	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	33	28	32	38	40	40	36	37	37
Average Verbal Score	405	425	433	459	462	453	492	492	490
Average Math Score	483	481	506	502	500	494	517	516	516

College Admission Test Preparation Course Program

Yerba Buena focused on preparing for college admission tests with the assistance of an outside vendor. The vendor offered a combination of direct instruction and on-line tutorial assistance at no cost to students. Approximately, 40 students participated in the program. Overall, average scores improved over the previous year. In designing next year's program, greater attention will be given to greater in class time.

Degree to Which Students are Prepared to Enter Workforce

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

- **Analytical**
Students will demonstrate the necessary skills for problem solving, creative group processing, critical thinking and cognitive inquiry.
- **Communication/Literacy**
Students will demonstrate competence in oral, written, technological communication, and the ability to assimilate knowledge from written and spoken reference.
- **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.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in **Error! Hyperlink reference not valid.** The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts. (Note: 2001-02 data was not available at this time.)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38833	35124
Mid-Range Teacher Salary	62560	57212
Highest Teacher Salary	77200	71349
Average Principal Salary (High)	102401	99782
Superintendent Salary	199132	138750
Percentage of Budget for Teacher Salaries	39.01	38.23
Percentage of Budget for Administrative Salaries	5.33	5.12

Expenditures (Fiscal Year 2000-2001) (Note: 2001-02 data was not available at this time.)

District	District	State Average	State Average

		For Districts In Same Category	All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$173,933,670	\$7,385	\$6,534	\$6,360

Types of Services Funded

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 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 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
- Counseling
- Project 50
- Upward Bound
- Title 1 School-Based Coordinated Program
- School Wide Tutoring CAL-SOAP
- AP/Honors/Program
- CAPP Grant - 90% of 9th graders in Algebra I
- Student/Family Service Center