

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Yerba Buena High	District Name	East Side Union High
Principal	Dan Moser	Superintendent	Esperanza Zendejas, Ed.D.
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
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School Description and Mission Statement

School Description

In an effort to raise the standard, Yerba Buena High School is committed to providing a climate and culture that promotes student learning and high expectations. Yerba Buena was awarded an Immediate Intervention Under Performing School grant in 2000 to develop and implement a comprehensive plan to improve the school's Academic Performance Index (API). The plan required the school to be data driven and provide students with the academic rigor and skills to be successful. The themes of literacy, high achievement and technology were interwoven throughout the student's day. The school has embraced a standards-based approach to setting high expectations for all students. As a result of this process, the school's API increased to 565 from 541. Additionally, as an affirmation of Yerba Buena's commitment to improving student achievement the school earned a full-erm accreditation of six years from the Western Association of Schools and Colleges.

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. Five general parent meetings were held throughout the school year with a focus on family and school relations			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	455
Grade 10	387
Grade 11	415
Grade 12	429
Ungraded Secondary	14
Total Enrollment	1700

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	39	2.3	Hispanic or Latino	908	53.4
American Indian or Alaska Native	7	0.4	Pacific Islander	16	0.9
Asian	549	32.3	White (Not Hispanic)	53	3.1
Filipino	128	7.5	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	May, 2003	Date Last Discussed with Staff	May, 2003
<p>The Yerba Buena School Safety Committee has developed a school safety plan and monitors its implementation. The plan covers everything from violence prevention to earthquake preparedness. On a yearly basis the school safety plan is updated and reviewed. Important to the plan is the Parent and Community Safety Council held at the district level. Information shared at the meetings assists in updating safety matters at the site level.</p>			

School 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 Multi-service Team (MST), and the school's Medical Clinic. Along with the above, all of Yerba Buena's parents are encouraged to take an active role in their child's education to ensure that their child successfully completes high school. Yerba Buena has completed its 4th year of common dress. The results of common dress have been a safer school with fewer suspensions.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	169	222	256	2101	2109	2621
Rate of Suspensions	9%	12.4%	15.1%	9%	9%	11.2%
Number of Expulsions	0	2	2	31	31	47
Rate of Expulsions	0%	.1%	.1%	.1%	.1%	.2%

School Facilities

Yerba Buena High School has completed its 32nd year of operation. The campus is currently being renovated through Measure G funds. Classroom renovations in both the science and social science buildings have been completed with 35 classrooms modernized. Classroom computers have been replaced or upgraded to handle new features such as electronic classroom attendance, electronic classroom resources and teacher e-mail.

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	18	18	34	29	31	46	44	45	43
Mathematics	42	45	42	50	53	51	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	33		49	52	22		53
Mathematics	25		66	58	26		55

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	30	39	13	31	37	7	37	
Mathematics	44	40	21	42	42	9	46	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		21%	43%					44%	41%
10		32%	35%					43%	35%
11		19%	38%					36%	33%
12		10%	40%					31%	33%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

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	25.0	12.4	34.5	23.5	20.9	25.9	24.8	23.3	26.2

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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	94	95	98	Percent Tested	95	98	98
API Base Score	530	547	543	API Growth Score	541	560	565
Growth Target	14	13	13	Actual Growth	11	13	22
Statewide Rank	3	3	2				
Similar Schools Rank	2	4	3				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
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				Asian			
API Base Score	610	635	613	API Growth Score	629	635	664
Growth Target	11	10	10	Actual Growth	19	0	51
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	445	450	472	API Growth Score	444	487	485
Growth Target	11	10	10	Actual Growth	-1	37	13
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			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	497	500	526	API Growth Score	493	545	541
Growth Target	11	10	10	Actual Growth	-4	45	15

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0
Identified for Program Improvement (Title 1)	Yes	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	Yes				
Years Identified for Program Improvement	1	2					
California Programs							
Eligible for Governor's Performance Award	No	No	Yes				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements.

Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP).

Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	Yes	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	1968	1864	1784	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	188	34	35	840	601	438	47282	47899	48454
Dropout Rate (1-year)	9.6	1.8	2.0	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	69.9	75.5	79.7	82.5	82.6	83.8	85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

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

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

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

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.15	49	44	2	24.08	38	38	8	23.35	45	36	2
Mathematics	25.85	18	38	3	26.81	13	34	7	25.02	23	27	5
Science	25.68	11	44	2	27.28	4	40	6	25.66	12	41	
Social Science	28.83	3	32	12	28.39	5	33	8	28.64	7	28	10

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
Total Teachers	92	88	89
Teachers with Full Credential (full credential and teaching in subject area)	79	74	75
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	10	14	12
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	3	1	3

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

84% of teachers were fully credentialed and teaching in their subject area.

Teacher Evaluations

Tenured teachers are evaluated every other year with temporary and probationary teachers evaluated every year per the collective bargaining unit agreement.

Several of the Yerba Buena staff development components also incorporate peer support and shared lesson planning. Yerba Buena staff will use the results of Focus on Learning, the new WASC format, to constantly review and develop plans to improve the school and student learning. Most important in this process was to completely look at the strategies of learning and delivery of instruction which benefit and improve student success.

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	3
Librarian	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	594.67

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

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 \$75.00. 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	65,134	64,800
10	65,134	64,800
11	65,134	64,800
12	65,134	64,800

Total Number of Minimum Days

Yerba Buena used 5 minimum days to provide pre holiday early release for students.

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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include 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	27
Computer Science			
English	1	1	29
Foreign Language	1	1	20
Mathematics	1	1	30
Science	1	1	24
Social Science			

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
7130	4899	68.7

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
302	88	29.1

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. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	397	401	429	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	27.96	31.92	30.10	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	425	433	418	462	453	460	492	490	494
Average Math Score	481	506	489	500	494	498	516	516	518

College Admission Test Preparation Course Program

Yerba Buena focused on preparing for college admission tests by offering pre-college services through UC and CSU outreach guidance services and by providing direct test preparation through an outside vendor. The vendor offered two eight-week sessions for 60 students. The sessions were well attended. The scores of those attending the session were higher than the non-attenders.

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.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	88392
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176840149	\$7524	\$6969	\$6719

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
- Upward Bound
- Title 1 School-Based Coordinated Program
- School Wide Tutoring CAL-SOAP
- AP/Honors/Program
- CAPP Grant
- Student/Family Service Center
- Century 21 After School Grant