

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Yerba Buena High	District Name	East Side Union High
Principal	Juan Cruz	Superintendent	Bob Nunes
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		FAX Number	408-347-5045
Web Site		Web Site	www.esuhd.org
E-mail Address	cruzjuan@esuhd.org	E-mail Address	nunezb@esuhd.org
CDS Code	43-69427-4330015	SARC Contact	

School Description and Mission Statement

Information about the school, its programs, and its goals.

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Yerba Buena High School (YB), opened in 1971, is geographically located in the center of the East Side Union High School District (ESUHSD) and is one of eleven comprehensive sites, one continuation high school and four Small But Necessary Schools (SBNS). Like many other schools in California, the Accountability Act of 1999 dramatically changed the focus of the school. The change has been very positive for the school and its learning community. The school has received Title I and other categorical funding since its opening. However, previous accountability tended to be measured in types of programs and little in terms of actual student achievement. With the new legislative focus on accountability, programs and services are now measured in terms of student growth and achievement. Potentially negative labels of Immediate Intervention Under Performing School (II/UPS) and Program Improvement School (PI) have required the school to clearly understand its students and clearly define its expectations for students and the learning community. This new journey of accountability by achievement is well underway as evidenced by the schools growth in the API and other academic measures. The commitment to improving student achievement is very evident. In addition to the schools positive reaction to the external and internal pressure for student achievement, a new construction bond measure, Measure G, ensures that classrooms are state of the art as we improve student achievement.

The vision of 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

Essential School Wide Learning Results:

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 their 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.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Juan Cruz	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. In addition, parents are recruited to joining the School Site Council, ELAC (English Language Advisory Committee), and DAC/BDAC.			

II. Demographic Information

Student Enrollment -- 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 Level	Enrollment
Kindergarten	0	Grade 9	433
Grade 1	0	Grade 10	378
Grade 2	0	Grade 11	409
Grade 3	0	Grade 12	343
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1563

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	32	2.0	Hispanic or Latino	889	56.9
American Indian or Alaska Native	2	0.1	Pacific Islander	18	1.2
Asian	474	30.3	White (Not Hispanic)	34	2.2
Filipino	114	7.3	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	4/13/2006	Date Last Discussed with Staff	4/13/2006
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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.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

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 schools 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 7th year of common dress. The results of common dress have been a safer school with fewer suspensions.

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Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	256	203	0	2109	2621	1962

Rate of Suspensions	15.1	13.1	0	9.0	11.2	7.9
Number of Expulsions	0	1	0	31	47	44
Rate of Expulsions	0	0.0006	0	0.1	0.2	0.18

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Yerba Buena High School has completed its 35th year of operation. The campus is currently being renovated through Measure G funds. Classroom renovations in the science, math, and social science buildings have been completed with 49 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. The school is also completing renovation of its stadium which includes a new all weather track and field and new bleachers. The front of the school will be renovated during the summer adding much needed visitor parking.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)		X	New interior gate to be put up by gym
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)			
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms		X	Restrooms are continually vandalized
Sewer	X		

Playground/School Grounds	X		
Other	X		

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency 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.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	19	17	18	31	33	38	35	36	40
Mathematics	11	13	12	17	16	19	35	34	38
Science	10	7	10	21	20	23	27	25	27
History-Social Science	17	14	16	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	9		30	36	10	0	26

Mathematics	5		26	20	5	0	10
Science	6		19	26	3	0	13
History-Social Science	0		23	38	8	*	35

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	16	22	3	18	9	7
Mathematics	12	13	9	13	11	5
Science	11	9	2	10	2	3
History-Social Science	17	14	1	16	3	9

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	34	29		46	47	27	43	43	41
Mathematics	42	44		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *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
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	15.0	13.9	15.9	32.6	31.3	33.8	26.7	25.8	27.5

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	98	99	Percent Tested	98	99	98
API Base Score	543	561	611	API Growth Score	565	585	605
Growth Target	13	12	9	Actual Growth	22	24	-6
Statewide Rank	2	2	3				
Similar Schools Rank	3	1	3				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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	613	671	705	API Growth Score	664	682	705
Growth Target	10	10	7	Actual Growth	51	11	0
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	472	479	543	API Growth Score	485	518	535
Growth Target	10	10	7	Actual Growth	13	39	-8
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 -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	526	540	596	API Growth Score	541	572	607
Growth Target	10	10	7	Actual Growth	15	32	11

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information

about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	No	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement	2002-2003	
Number of Schools Currently in Program Improvement	---	1

Percent of Schools Currently in Program Improvement	---	5.6
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VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	1,784	1,700	1,555	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	35	19	25	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	2.0	1.1	1.6	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	79.7	88.5	90.8	83.8	89.6	86.6	87.0	86.7	85.3

VII. 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 size category (i. e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												

2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

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	2003				2004				2005			
	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	23.4	45	36	2	25.2	26	41	2	25.1	25	40	5
Mathematics	25.0	23	27	5	26.6	12	27	9	27.1	12	24	15
Science	25.7	12	41		27.9	3	40	5	29.4		42	4
Social Science	28.6	7	28	10	30.4	2	16	22	30.3		19	20

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers

This School	83.5
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	89	80	77
Teachers with Full Credential	75	75	71
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	2	4
Pre-Internship	1	4	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	11	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	3	2	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	1.6
Master's Degree plus 30 or more semester hours	27.3	17.9

Master's Degree	13.0	15.1
Bachelor's Degree plus 30 or more semester hours	53.3	51.6
Bachelor's Degree	6.5	13.5
Less than Bachelor's Degree	0.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for 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

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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 equal one FTE.

Title	FTE
Counselor	3.0
Library Media Teacher (Librarian)	1.0
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

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 equal 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
3.0	521.0

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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

Information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are clearly and consistently aligned with the states standards and best practices for teaching and learning. All of Yerba Buenas 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 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 Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Standards-Aligned
Mathematics	Standards-Aligned
Science	Standards-Aligned
History-Social Science	Standards-Aligned

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient Standards Aligned Textbooks

Mathematics	Sufficient Standards Aligned Textbooks
Science	Sufficient Standards Aligned Textbooks
History-Social Science	Sufficient Standards Aligned Textbooks
Foreign Language	Sufficient Standards Aligned Textbooks
Health	Sufficient Standards Aligned Textbooks
Science Laboratory Equipment (grades 9-12)	Sufficient Laboratory Equipment

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	N/A	54,000
7	N/A	54,000
8	N/A	54,000
9	65,126	64,800
10	65,126	64,800
11	65,126	64,800
12	65,126	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Yerba Buena used 6 minimum days to provide pre holiday early release for students.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various 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 Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	29
Computer Science			
English	1	1	37
Foreign Language	1	2	55
Mathematics	1	1	26
Science			
Social Science			

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
5717	3671	64.2

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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
285	70	24.6

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	429	371	343	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	30.1	33.2	27.4	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score	418	431	425	460	469	473	494	496	499
Average Math Score	489	491	479	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's 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: AVID, Migrant Education and Gear-Up.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

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.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 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

XI. Fiscal and Expenditure Data**Teacher and Administrative Salaries (Fiscal Year 2003-04)**

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$36,464
Mid-Range Teacher Salary	\$67,570	\$61,925
Highest Teacher Salary	\$83,384	\$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$97,157
Average Principal Salary (High)	\$119,105	\$109,001
Superintendent Salary	\$215,000	\$158,638

Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$181,110,162	\$7,348	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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 (ICPs); 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
- Construction Technology Academy
- 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

AVID

Student/Family Service Center

Century 21 After School Grant