

# Yerba Buena High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Welcome to Yerba Buena High School, where our commitment to fostering strong connections with students and their families is at the heart of our educational mission. Our primary goal is to equip every student with the skills and knowledge necessary to graduate college and career-ready. To achieve this, we provide a wide range of programs designed to support students at every level, addressing their academic, wellness, social, and emotional needs. Our dynamic and dedicated staff is unafraid to take risks and works tirelessly to ensure the success of every student.

At Yerba Buena High School, our passionate and dynamic staff embraces innovation and hard work, ensuring that every student has the opportunity to thrive. Recent years have seen our school exceeding expectations in every measure of academic achievement. We take great pride in fostering an inclusive culture, one that promotes open access to an extensive array of over 50 Advanced Placement (AP) courses across 16 subjects, backed by robust support systems to ensure success. With diverse educational pathways such as the College Connection Academy, Constructions, and the Law pathway, our school empowers students to explore their unique interests and career goals. With a remarkable 4-year Local Cohort Graduation rate of 96.3%, free SAT exams for 11th graders, and a legacy of distinguished awards, Yerba Buena High School stands as a

## 2023-24 School Description and Mission Statement

testament to the dedication of our experienced and highly qualified teaching staff, with an average of 10 years of classroom experience. Moreover, our state-of-the-art college-style student union creates an ideal environment for learning and personal growth. Welcome to a place where student success is nurtured, and dreams are realized.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	437
Grade 10	443
Grade 11	378
Grade 12	466
<b>Total Enrollment</b>	<b>1,724</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.1%
Asian	41.5%
Black or African American	1.6%
Filipino	4.1%
Hispanic or Latino	49.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.4%
White	1.5%
English Learners	26.7%
Foster Youth	0.1%
Homeless	2.8%
Socioeconomically Disadvantaged	57.1%
Students with Disabilities	10%

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	59.60	83.56	854.6	89.1	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.50	3.50	16.8	1.7	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.70	5.31	22.7	2.4	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	1.56	17.8	1.9	12115.80	4.41
<b>Unknown</b>	4.30	6.04	0.0	0.0	18854.30	6.86
<b>Total Teaching Positions</b>	71.30	100.00	959.6	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	59.10	82.35	852.0	87.9	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.50	3.48	20.8	2.1	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.70	3.76	24.4	2.5	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	1.11	21.1	2.2	11953.10	4.28
<b>Unknown</b>	6.60	9.28	0.0	0.0	15831.90	5.67
<b>Total Teaching Positions</b>	71.80	100.00	969.1	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	0.80
<b>Total Out-of-Field Teachers</b>	<b>1.10</b>	<b>0.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.9	5.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.2	4.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

<b>Year and month in which the data were collected</b>	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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<b>Reading/Language Arts</b>	English 1 –CommonLit, Inc. Grade 9, 2023 "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 –MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
<b>Mathematics</b>	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Precalculus - "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
<b>Science</b>	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Forensic Science - A Hands-on Introduction to Forensic Science 2014 AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015 AP Chemistry- Chemistry The Central Science- Brown & Lemay Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 Marine Biology - Marine Science - AMSCO 2004 Living Earth Essentials - CK-12 eTextbook Physical Science Essentials -CK-12 eTextbook	Yes	0%
<b>History-Social Science</b>	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014	Yes	0%

	AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023		
<b>Foreign Language</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Health</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Visual and Performing Arts</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

### Overview

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

### Cleaning Process and Schedule

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

### Deferred Maintenance Budget

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

### Age Of School Buildings

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

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

The Yerba Buena Theater is preparing to demolished and have a new Theater and Classroom Building built in its place.

### Year and month of the most recent FIT report

Oct. 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			



## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Several classrooms throughout the site had blocked fire extinguishers, the 600 building in particular had blocked fire extinguishers and emergency exits which resulted in an extreme deficiency and a poor rating for this category. Site leadership made immediate corrections to remedy the identified critical items.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	54	51	62	61	47	46
<b>Mathematics</b> (grades 3-8 and 11)	30	28	37	34	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	367	343	93.46	6.54	50.58
<b>Female</b>	196	182	92.86	7.14	52.75
<b>Male</b>	171	161	94.15	5.85	48.13
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	154	150	97.40	2.60	63.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	15	15	100.00	0.00	80.00
<b>Hispanic or Latino</b>	182	164	90.11	9.89	35.58
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	105	93	88.57	11.43	10.87
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	11	78.57	21.43	36.36
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	260	242	93.08	6.92	44.40
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	35	81.40	18.60	8.57

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	367	347	94.55	5.45	28.24
<b>Female</b>	196	185	94.39	5.61	29.73
<b>Male</b>	171	162	94.74	5.26	26.54
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	154	150	97.40	2.60	49.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	15	15	100.00	0.00	20.00
<b>Hispanic or Latino</b>	182	167	91.76	8.24	9.58
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	105	94	89.52	10.48	6.38
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	11	78.57	21.43	18.18
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	260	245	94.23	5.77	23.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	36	83.72	16.28	2.78

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.00	31.91	37.48	37.24	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	842	779	92.52	7.48	31.62
Female	418	388	92.82	7.18	28.94
Male	424	391	92.22	7.78	34.27
American Indian or Alaska Native	--	--	--	--	--
Asian	369	356	96.48	3.52	45.07
Black or African American	12	8	66.67	33.33	--
Filipino	42	38	90.48	9.52	36.84
Hispanic or Latino	393	354	90.08	9.92	16.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	12	12	100.00	0.00	41.67
English Learners	213	190	89.20	10.80	0.53
Foster Youth	0	0	0	0	0
Homeless	33	25	75.76	24.24	12.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	598	549	91.81	8.19	29.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	64	86.49	13.51	0.00

## 2022-23 Career Technical Education Programs

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

Courses/Programs include:

- Engineering
- Architectural Design and Green Construction
- Law pathway
- College Connection Academy (CCA) program where juniors and seniors in the program are taking classes at Evergreen Valley College on Tuesdays and Thursdays
- AVID Program
- Student Leadership Program
- Students can also attend the Silicon Valley Career Technical Education (SVCTE) program off-site at 760 Hillsdale Avenue, San Jose, CA 95136. SVCTE provides buses for students to and from the school site. SVCTE program offers many courses and below are the courses that YB students participate in:

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

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	412
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	92.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.26
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	50.14

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.8	88.1	88.1	91.6	92.1

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

The school learning community through parent involvement strives to establish practices and expectations that promote personal relationships and personal attention to its students. Ten or more general parent meetings were held throughout the school year with a focus on family and school. In addition, parents are recruited to join the School Site Council, ELAC (English Language Advisory Committee), and DELAC (District English Language Advisory Committee). We are excited to announce the formation of the YBHS Parent Alliance group last year, and their mission is to be Warrior Advocates for our school community. They have a range of initiatives planned such as College major and career paths exploration, fundraising social events, safety education, and family workshops that aim to bridge generational gaps, promote family communication and student mental wellness, and appreciation events for Teachers, School Staff, and administrators. In addition to meetings, the school has made efforts to provide social events for parents so that they can begin collaborating so they can support each other. Standing meetings hosted for parents include:

School Site Council: Once a month  
 ELAC: Once a month  
 DELAC: Once a month  
 Parent Engagement Meetings: 4 times a year.

## 2023-24 Opportunities for Parental Involvement

Parents meeting with the Principals: 8 times a year  
Back to school nights: Twice a year  
Parent Center: Open at all times

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	9.7	8.7	7.8	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	85.2	87.3	89.6	89.2	90.4	87.0	83.6	87	86.2



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	462	414	89.6
<b>Female</b>	211	193	91.5
<b>Male</b>	251	221	88.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	216	206	95.4
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	23	21	91.3
<b>Hispanic or Latino</b>	203	171	84.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	126	103	81.7
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	21	14	66.7
<b>Socioeconomically Disadvantaged</b>	379	337	88.9
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	41	29	70.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1845	1798	455	25.3
Female	888	867	228	26.3
Male	957	931	227	24.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	2	0	0.0
Asian	740	734	62	8.4
Black or African American	31	29	11	37.9
Filipino	74	73	19	26.0
Hispanic or Latino	938	903	345	38.2
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	23	23	6	26.1
White	32	30	11	36.7
English Learners	527	503	178	35.4
Foster Youth	4	3	2	66.7
Homeless	73	72	26	36.1
Socioeconomically Disadvantaged	1265	1232	355	28.8
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	192	187	83	44.4

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.50	4.93	0.03	3.6	4.0	0.20	3.17	3.60
Expulsions	0.00	0.00	0.05	0.00	0.1	0.15	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.93	0.05
Female	3.38	0
Male	6.37	0.1
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.08	0
Black or African American	3.23	0
Filipino	1.35	0
Hispanic or Latino	8.1	0.11
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.35	0
White	9.38	0
English Learners	7.02	0
Foster Youth	0	0
Homeless	10.96	0
Socioeconomically Disadvantaged	5.38	0.08
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

## 2023-24 School Safety Plan

Ensuring the safety and well-being of our students and staff is a top priority at Yerba Buena High School. The Yerba Buena High School Safety Committee has been diligently working to develop and continually monitor the implementation of a comprehensive school safety plan. This plan is designed to address a wide range of safety concerns, encompassing everything from violence prevention to earthquake preparedness, with the ultimate goal of creating a secure and nurturing environment for all members of our school community.

Annually, our school safety plan undergoes rigorous updates and reviews. This collaborative process involves school administration, department chairs, and the school site council, ensuring that our strategies and procedures remain up-to-date and effective in safeguarding our students and staff. Equally vital to the success of our safety plan is the involvement of the Parent and Community Safety Council, operating at the district level. This council serves as a valuable source of information, allowing us to continually improve safety measures at the site level, reflecting our commitment to an informed, proactive, and secure learning environment.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	25	40	13
Mathematics	29	10	29	13
Science	28	10	38	8
Social Science	26	16	28	10

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	19	56	1
Mathematics	26	16	32	10
Science	26	15	30	9
Social Science	27	10	31	9

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	20	53	3
Mathematics	26	14	41	3
Science	29	11	27	13
Social Science	27	12	34	6

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	344.8

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.8

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,134	\$3,125	\$9,009	\$105,682
District	N/A	N/A	\$9,513	\$105,255
Percent Difference - School Site and District	N/A	N/A	-5.4	4.8
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	31.0	11.6

## Fiscal Year 2022-23 Types of Services Funded

- Collect data to identify students as (Core, Strategic or Intensive)
- Continue to implement Professional Learning Communities (PLC)
- Implement after-school academic support programs
- Implement scaffolding and differentiated techniques in accordance with the district's Academic Language initiative
- Continue to implement a Saturday Academic and ADA Recovery Intervention Program
- Provide comprehensive parent and student support services
- AVID Program
- College Connection Academy Program
- Construction pathway
- Law pathway
- Student Leadership Program
- Student Equity Council
- Student Senate
- Smaller counselor-to-student ratio
- Parent literacy and support services
- Supplement instructional technology

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$64,471	\$57,234
<b>Mid-Range Teacher Salary</b>	\$101,894	\$95,467
<b>Highest Teacher Salary</b>	\$130,638	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$0	\$153,476
<b>Average Principal Salary (High)</b>	\$171,239	\$173,198
<b>Superintendent Salary</b>	\$280,339	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.81%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	3.17%	4.46%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	36
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	10
Fine and Performing Arts	2
Foreign Language	1
Mathematics	8
Science	4
Social Science	18
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	46

## Professional Development

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

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

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	29	23	25