

SCHOOL CLIMATE AND SAFETY

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, Multi-Service Team (MST) and Yerba Buena Health 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 and our dropout rate has declined. Our goal is to keep students focused on learning.

DROPOUT RATE

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

Grade	2000	2001	2002
Enrollment	1968	1864	1784
Number of Dropouts	188	34	35
Dropout Rate	9.6%	1.8%	2.0%

FACILITIES

Yerba Buena High School has completed its 32nd year of operation. The campus is currently being renovated through Measure G funds. Science and social studies classrooms have been renovated to accommodate the new demands of rigorous instruction. The computer labs have been upgraded by adding more memory, purchasing more computers for the library, and completing two new labs for the business department. Every classroom is equipped with computers and internet access. Teachers continue to be trained to incorporate technology into the curriculum. We have improved the lighting on the campus, put on new roofs, renovated restrooms, installed new lockers and made major investments in the athletic fields. We will continue to complete classroom renovations by starting on the 200 Building in the near future. When renovation is completed the building will have 14 new state-of-the-art mathematics classrooms.

SUSPENSIONS

The number of suspensions is the total number of incidents that result in a suspension. The rate of suspensions is the number divided by the school's enrollment.

	2001	2002	2003
Suspension (number)	169	222	256
Suspension (rate)	9%	12.4%	15.1%

EXPULSIONS

The number of expulsions is the total number of incidents that result in an expulsion. The rate of expulsions is the number divided by the school's enrollment.

	2001	2002	2003
Expulsion (number)	0	2	2
Expulsion (rate)	0	.1%	.1%



East Side Union High School District

Yerba Buena High School School Accountability Report Card Summary

(The full SARC can be found on the East Side Union web site at www.esuhdsd.org)
June, 2004

MESSAGE FROM THE PRINCIPAL

Dear Parents:

The information in this summary is designed to provide you with an overview of the school's direction and progress.

More detailed information can be found in the full School Accountability Report Card on the school's and district's websites. The data in this report is from the California Department of Education and information is only available through 2002-03.

I am pleased to report that our school is making progress.

DEMOGRAPHIC INFORMATION

Student Enrollment by Grade Level

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

Student Enrollment by Ethnic Group

African American	2.3%
American Indian or Alaska Native	0.4%
Asian-American	32.3%
Filipino-American	7.5%
Hispanic	53.4%
Pacific Islander	0.9%
European American	3.1%

Student Populations Requiring Support

Percent of English Language Learners	38%
Percent of Special Education Students	11%

SCHOOL CONTACT INFORMATION

Yerba Buena High School
1855 Lucretia Avenue
San Jose, CA 95122

Phone: 408.347.4700

Fax: 408.347.4715

Web: <http://ybhs.ca.campusgrid.net>

Principal: Mr. Dan Moser



SCHOOL DESCRIPTION

Yerba Buena High School prepares students through rigorous course work for the technological and global opportunities of the 21st century. The themes of literacy, high achievement and technology are interwoven throughout the students' day. The school has embraced a standards-based approach to setting high expectations for all students. The school has posted a third year of achievement growth by meeting school-wide academic index performance targets. The Yerba Buena learning community is committed to academic excellence for all students. To provide students with the best learning environment, Yerba Buena is adding to its newly modernized science and social science buildings by renovating its mathematics building. When renovation is completed the building will have 14 new state-of-the-art mathematics classrooms. These renovations are a part of the school's plan funded through Measure G. Yerba Buena is committed to providing a climate and culture that promotes student learning and high achievement. 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.

STUDENT ACHIEVEMENT

ACADEMIC PERFORMANCE INDEX

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. The state has set 800 as the API score that schools should strive to meet.

API Growth Data	2001	2002	2003
Percentage Tested	95	98	98
API Growth Score	541	560	565
Actual Growth	11	13*	22

* Yerba Buena met the schoolwide API target for 2002.

CALIFORNIA STANDARDS

The California Standards Tests show how well students are doing in relation to the state content summary. The number represents the percentage of students scoring at the Proficient or Advanced level.

English Language Arts Grades	2001	2002	2003
9 - 11	14	15	19

Mathematics Grades	2001	2002	2003
9 - 11	na	13	11

Science Grades	2001	2002	2003
9 - 11	na	22	10

History/Social Science Grades	2001	2002	2003
9 - 11	na	12	17

NRT RESULTS

The Norm-Reference Test (NRT), adopted by the State Board of Education (this was called the Stanford 9 test until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003). **Data reported are the percent of students meeting or exceeding the district standard.**

Reading Grades	2001	2002	2003
9 - 11	18	18	34

Mathematics Grades	2001	2002	2003
9 - 11	42	45	42

SCHOLASTIC APTITUDE TEST (SAT)

The Scholastic Aptitude Test is a voluntary test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students.

	2001	2002	2003
Grade 12 Enrollment	397	401	429
Percent of 12th graders taking the test	28%	32%	30%
Average Verbal Score	425	433	418
Average Math Score	481	506	489

Keep current on your student's grades and attendance through ParentCONNECTxp. This program allows parents online access to daily attendance and grades.

Contact your school to sign up.

ADVANCED PLACEMENT

The Advanced Placement classes give students an opportunity to take college level classes and exams while in high school. Students scoring a 3 or better on an AP exam may receive college credit for the course.

Listed below are the AP courses and classes offered at the school and the number of students enrolled in those classes.

Subject	# of Courses	# of Classes	Enrollment
Fine & Performig Arts	1	1	20
Computer Science	0	0	0
English	1	1	29
Foreign Language	0	0	0
Mathematics	1	1	30
Science	0	0	0
Social Science	0	0	0

COLLEGE PREPARATION

This chart indicates the number and percent of students who are enrolled in the courses required for entrance into a University of California and/or California State University/ Campus.

Number of Students Enrolled in all courses **Number and Percentage of Students Enrolled in courses required for UC or CSU**

6,963* 4,689 or 67.3%
 *Students are counted more than once; if a student takes 5 courses that meet the UC requirements, he/she is counted 5 times.

This chart indicates the number and percentage of graduates who have completed the courses required for entrance into a University of California and/or California State University campus with a C or better.

Total Number of Graduates **Number of Graduates who have passed the required courses for UC or CSU Admission**
 302 88 or 29.1%

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 to support students. 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 the Pre-Engineering Program and 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 *improvement and excellence* through total family involvement." 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 are 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.

TEACHER CREDENTIAL INFORMATION

Part-time teachers are counted as 1. If a teacher works at two schools, he/she is only counted at one school.

	2001	2002	2003
Total Number of Teachers Full Credential (full credential and teaching in subject areas)	92	88	89
Emergency Credential (includes District interns, University internships, 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