



# Yerba Buena High School

1855 Lucretia Ave. • San Jose, CA, 95122- • 408.347.4700 • Grades 9-12

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### East Side Union High School District

830 N. Capitol Avenue  
San Jose, CA 95133  
(408) 347-5000  
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#### District Governing Board

Frank Biehl  
J. Manuel Herrera  
Van Thi Le  
Pattie Cortese  
Lan Nguyen

#### District Administration

Chris D. Funk  
**Superintendent**  
Glenn Vander Zee  
**Assistant Superintendent  
Educational Services**  
  
Marcus Battle  
**Associate Superintendent  
Business Services**  
  
Cari Vaeth  
**Associate Superintendent  
Human Resources**

### School Description

Yerba Buena High School prides itself upon the connections that the staff makes to our students and their families. Our goal is to ensure that all students graduate college and career ready. We offer intervention programs for all students at every level to provide support for students to succeed academically, socially and emotionally. Over the past three years, Yerba Buena has garnered awards for its work in providing intervention services to our students and families.

## About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 408.347.4700 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	493
Grade 10	448
Grade 11	420
Grade 12	421
<b>Total Enrollment</b>	<b>1,782</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	35.8
Filipino	6.5
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.3
White	1.3
Two or More Races	0.2
Socioeconomically Disadvantaged	84.5
English Learners	25.9
Students with Disabilities	7.9
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Yerba Buena High School	13-14	14-15	15-16
<b>With Full Credential</b>	78	61	71
<b>Without Full Credential</b>	78	4	5
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
East Side Union High School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	948
<b>Without Full Credential</b>	♦	♦	59
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Yerba Buena High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	2	1	1
<b>Total Teacher Misassignments</b>	2	1	1
<b>Vacant Teacher Positions</b>	0	0	6

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	88.6	11.4
Districtwide		
<b>All Schools</b>	94.3	5.7
<b>High-Poverty Schools</b>	93.2	6.9
<b>Low-Poverty Schools</b>	97.5	2.5

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: September 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – “Geometry” McDougal Littell 2007 Algebra II – “Algebra 2” McDougal Littell 2007 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill 2002  Biology – CK-12 ESUHS D Flexbook 2015  Chemistry – “Chemistry” Merrill/Glencoe 1998  Physics – “Physics: Principles and Problems” Merrill/Glencoe/Holt 1998, 2000  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Magruder’s American Government” Prentice Hall 1997 Economics – “Holt Economics” Holt 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	Science labs are adequately equipped <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**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 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 40th year of operation. All four main buildings containing classrooms have been renovated within the past 10 years.

We are currently constructing our state of the art student union that will be scheduled to open during the 2017/2018 school year.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: July 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Bld 100: No category selected but comment made. Occasional clogged drainage/sewage in teachers lounge. Action/plan-site to place work order and M&O will schedule the repair. Bld 500 Theater: Item noted but no comment. Action/plan-site to place work order and M&O will schedule the repair. Bld Restrm Boys (btw Bld 200/300), Bld Restrm Boys (btw Bld 600/700), Bld Restrm Girls (btw Bld 200/300) & Bld Restrm Girls (btw Bld 600/700): Ventilation unit does not work sometimes. Action/plan-site to place work order and M&O will schedule the repair.
<b>Interior:</b> Interior Surfaces	X			Bld Restrm Boys (btw Bld 600/700): Partitions need to be replaced. Action/plan-site to place work order and M&O will schedule the repair. Swimming Pool Complex: Item noted but no comment. Action/plan-site to place work order and M&O will schedule the repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Bld 300 & Bld Pressbox: Item noted but no comment. Action/plan-site to place work order and M&O will schedule the repair.
<b>Electrical:</b> Electrical	X			No item noted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Basketball Courts: Item noted but no comments. Action/plan-site to place work order and M&O will schedule the repair. Bld Restrm Boys (btw Bld 200/300: Water fountain being replaced in the fall. FYI only. Stadium: Item noted but no comment. Action/plan-site to place work order and M&O will schedule the repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No item noted.
<b>Structural:</b> Structural Damage, Roofs	X			Swimming Pool Complex: Item noted but no comments. Action/plan-site to place work order and M&O will schedule the repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No item noted.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	51	59	44
Math	30	38	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	32	35	38	52	54	50	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.50	29.50	48.10

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	38
Male	37
Female	36
Black or African American	--
Asian	54
Filipino	53
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	21
English Learners	2
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

\* Scores are not shown 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.

### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	425	393	92.5	20	27	30	21
Male	11	425	213	50.1	18	29	34	16
Female	11	425	180	42.4	22	24	26	27
Black or African American	11	425	7	1.6	--	--	--	--
Asian	11	425	131	30.8	11	11	35	41
Filipino	11	425	27	6.4	4	30	37	30
Hispanic or Latino	11	425	221	52.0	26	36	26	9
Native Hawaiian or Pacific Islander	11	425	0	0.0	--	--	--	--
White	11	425	6	1.4	--	--	--	--
Two or More Races	11	425	1	0.2	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	425	196	46.1	21	30	32	15
Students with Disabilities	11	425	30	7.1	70	23	3	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	425	390	91.8	43	25	17	12
Male	11	425	210	49.4	39	29	18	11
Female	11	425	180	42.4	48	21	17	13
Black or African American	11	425	7	1.6	--	--	--	--
Asian	11	425	131	30.8	18	21	31	30
Filipino	11	425	27	6.4	30	33	26	11
Hispanic or Latino	11	425	218	51.3	59	27	9	3
Native Hawaiian or Pacific Islander	11	425	0	0.0	--	--	--	--
White	11	425	6	1.4	--	--	--	--
Two or More Races	11	425	1	0.2	--	--	--	--
Socioeconomically Disadvantaged	11	425	195	45.9	49	24	14	10
Students with Disabilities	11	425	29	6.8	93	3	3	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### 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. Five 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 DAC/BDAC. 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: 5 times a year.  
 Coffee with the Principals: Once a Month  
 Suplper with the Principals  
 Back to school nights: Twice a year  
 Parent Center: Open at all times  
 FAST Program. Once a month  
 Parent Project: Once a month  
 CBET: ESL classes for parents  
 Family and parent workshops, 5 times a year

For more information about getting involved with Yerba Buena please call the main school at (408) 347-4700.

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

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.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.81	2.97	0.88
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	15	
Percent of Schools Currently in Program Improvement	75.0	

**Average Class Size and Class Size Distribution (Secondary)**

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	25	27	28	21	14	15	42	34	28	10	19	29
Math	26	26	30	19	19	8	34	24	11	16	20	29
Science	30	30	31	7	5	5	11	24	19	36	26	31
SS	24	25	28	17	15	9	17	19	20	21	18	21

\* Number of classes indicates how many classrooms 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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
<b>Average Number of Students per Staff Member</b>	
Academic Counselor	356

\* 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.

**Professional Development provided for Teachers**

Yerba Buena High school is in the third year of implementing Professional Learning Communities (PLCs). As of September 2014, roughly 40 percent of YB teachers and administrators have attended official PLC training and have embraced the quintessential questions of "what do we want our students to learn", "How do we know if they have learned it", "How do we respond if they don't learn it", "How do we respond when they already know it". In order to provide PLC's and teachers with ample time to work in their PLCs Yerba Buena has 90 minutes of collaboration every Monday. 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. BTSAs and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. 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

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,378	\$44,363
Mid-Range Teacher Salary	\$78,040	\$71,768
Highest Teacher Salary	\$100,055	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$131,750	\$133,673
Superintendent Salary	\$239,583	\$210,998
<b>Percent of District Budget</b>		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,349	\$1,259	\$6,091	\$76,130
District	♦	♦	\$6,672	\$80,860
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-8.7	-0.4
Percent Difference: School Site/ State			29.9	5.3

\* Cells with ♦ do not require data.



## Types of Services Funded

Collect data to identify students as (Core, Strategic or Intensive)

Enroll strategic students in English 1and ELA CAHSEE intervention program.

Read 180 ELA intervention program

Enroll intensive students in LA3 w/Read 180 block. Language intervention programs

Implement afterschool academic support programs (Homework Center, AVID, CAHSEE Intervention, MESA, and YWCA Project Inspire After School Program)

Departments will develop common end-of-course assessments that incorporate Language Arts Standards tested by CAHSEE.

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

Continue to implement an in-house intervention program.

Provide a comprehensive parent and student support services

MST services

Campus Monitoring

Smaller counselor to student ratio

Parent literacy and support services

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29
All Students at the School	55	23	21	45	28	27
Male	56	28	16	48	27	25
Female	55	19	27	42	30	28
Asian	32	31	37	10	37	54
Filipino	35	29	35	26	32	42
Hispanic or Latino	72	19	9	69	22	9
Socioeconomically Disadvantaged	56	23	20	44	29	27
English Learners	95	5		83	12	5
Students with Disabilities	94		6	85	8	8

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Yerba Buena High School	2012-13	2013-14	2014-15
English-Language Arts	39	42	45
Mathematics	51	53	55
East Side Union High School District	2012-13	2013-14	2014-15
English-Language Arts	56	50	50
Mathematics	63	56	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

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

Yerba Buena High School	2011-12	2012-13	2013-14
Dropout Rate	24.30	21.70	17.20
Graduation Rate	67.38	72.68	74.18
East Side Union High School District	2011-12	2012-13	2013-14
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	270
% of pupils completing a CTE program and earning a high school diploma	15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	75.51	82.2	84.6
Black or African American	25	78.16	76
American Indian or Alaska Native	100	75	78.07
Asian	84.62	94.09	92.62
Filipino	104.55	89.46	96.49
Hispanic or Latino	67	73.24	81.28
Native Hawaiian/Pacific Islander		86.21	83.58
White	62.5	87.32	89.93
Two or More Races	50	71.64	82.8
Socioeconomically Disadvantaged	45.24	59.15	61.28
English Learners	46.08	58.78	50.76
Students with Disabilities	75.21	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.63
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	35.45

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	7	♦
Science	4	♦
Social Science	9	♦
All courses	26	.9

\* Where there are student course enrollments.

### 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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### 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.