Silver Creek 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

School Name	Silver Creek High School
Street	3434 Silver Creek Road
City, State, Zip	San Jose, CA 95121
Phone Number	408.347.5600
Principal	Kelly Daugherty
Email Address	daughertyk@esuhsd.org
School Website	https://silvercreekhigh.esuhsd.org
County-District-School (CDS) Code	43694274337903

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Silver Creek High School opened its doors to students in September 1969 to serve the growing population of the Evergreen Valley area of Southeast San Jose. Since then, the school has flourished to more than 2,200 students who receive equal access to quality education in a safe, healthy, challenging, and caring environment. We serve a culturally, academically, and economically diverse community, which makes Silver Creek such a unique and stellar high school.

To address the diversified needs of our student body, we offer numerous Advanced Placement and advanced courses to meet the needs of our students seeking a more significant challenge and support classes for the students that require additional academic assistance. Due to the success of our 180 Degrees Program, we have expanded it to include a freshman and two sophomore-level classes, and we developed our AVID program to help move the students in a positive direction. Many unique classes, such as forensic science and Japanese, are not offered at most other high schools.

With the support of our community, we have also modernized our campus to benefit our students and community. We have a state-of-the-art theater and performing arts building, bringing the focus of students' activities back to the center of campus. We have modernized our aquatic facilities by building a super pool that will allow us to host water polo matches. The new fitness center provides students with the opportunity to experience a community gym feel. We have also enhanced our common areas to include landscaping and updated seating. We have renovated the visual arts building and ten classrooms. This Fall, we opened a new building that houses ten classrooms, has all glass walls, and open space for students to collaborate.

With the support of all of our stakeholders, the ultimate goal is to create an equitable community where all students are welcomed as they are, and their strengths and areas of growth are known and supported. Adults will respond positively to every student's social-emotional, wellness, and academic needs. We believe in instilling the values of the Creek Way into our

2023-24 School Description and Mission Statement

daily routines both in and out of the classroom. All students can enter San Jose State University through the East Side Promise if they maintain a 2.0 GPA, complete A-G courses with a C or better, and apply on time.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	553
Grade 10	581
Grade 11	608
Grade 12	573
Total Enrollment	2,315

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.4%
Asian	51.8%
Black or African American	1.3%
Filipino	8.1%
Hispanic or Latino	31.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	2.5%
White	3.8%
English Learners	15.4%
Foster Youth	0.1%
Homeless	1.8%
Migrant	0.3%
Socioeconomically Disadvantaged	30.7%
Students with Disabilities	8.4%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	93.20	93.74	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.00	16.8	1.7	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.20	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	0.51	17.8	1.9	12115.80	4.41
Unknown	4.50	4.53	0.0	0.0	18854.30	6.86
Total Teaching Positions	99.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	94.20	92.87	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	2.30	2.27	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	1.20	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	0.39	21.1	2.2	11953.10	4.28
Unknown	3.30	3.26	0.0	0.0	15831.90	5.67
Total Teaching Positions	101.50	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	1.00
Misassignments	0.20	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	1.20

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	0.50	0.40
Total Out-of-Field Teachers	0.50	0.40

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.7	0

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

Silver Creek 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.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 -- 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%
Mathematics	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 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 AP Computer Science Principles - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	Yes	0%
Science	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 Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics 1 - Physics AP- Cutnell and Johnson , Wiley 2012 AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015 Biotechnology: Science for the New Millenium, Daugherty Living Earth Essentials - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook Marine Biology - Marine Science - AMSCO 2004 Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002	Yes	0%
History-Social Science	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	Yes	0%

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
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

Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%0%

School Facility Conditions and Planned Improvements

With the support of the district, Silver Creek High School makes every effort to ensure that all facilities are clean, safe, and functional. These priorities are reviewed in meetings with various parent groups, including but not limited to the PTSA, African American Parents Group, Latino Parents Group, Vietnamese Parent Group, and School Site Council. The school site works hard to ensure all current facilities are functional with supplies. The administrative team and custodial staff strive to ensure that all facilities are cleaned and serviced daily or when needed.   The school underwent a modernization of the underground gas infrastructure to help support the subsequent decades of education on the campus.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The campus replaced all the gas lines, and regulators on campus
Interior: Interior Surfaces	X			Overall spaces were in good condition, need to look at carpet replacement in a few of the buildings in the next few years.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			A few spaces had extension cords used to power items but overall no major issues identified.
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: 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
English Language Arts/Literacy (grades 3-8 and 11)	69	61	62	61	47	46
Mathematics (grades 3-8 and 11)	46	40	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
All Students	602	568	94.35	5.65	61.27
Female	279	260	93.19	6.81	65.00
Male	323	308	95.36	4.64	58.12
American Indian or Alaska Native	0	0	0	0	0
Asian	323	318	98.45	1.55	71.07
Black or African American	--	--	--	--	--
Filipino	45	42	93.33	6.67	69.05
Hispanic or Latino	185	163	88.11	11.89	40.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	68.18
White	17	14	82.35	17.65	57.14
English Learners	82	72	87.80	12.20	6.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	255	243	95.29	4.71	55.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	39	84.78	15.22	15.38

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
All Students	602	571	94.85	5.15	39.58
Female	279	262	93.91	6.09	36.26
Male	323	309	95.67	4.33	42.39
American Indian or Alaska Native	0	0	0	0	0
Asian	323	319	98.76	1.24	56.11
Black or African American	--	--	--	--	--
Filipino	45	44	97.78	2.22	29.55
Hispanic or Latino	185	163	88.11	11.89	10.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	45.45
White	17	14	82.35	17.65	42.86
English Learners	82	73	89.02	10.98	8.22
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	255	242	94.90	5.10	30.99
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	38	82.61	17.39	13.16

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)	40.51	40.09	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	1161	1098	94.57	5.43	39.98
Female	578	548	94.81	5.19	39.60
Male	583	550	94.34	5.66	40.36
American Indian or Alaska Native	--	--	--	--	--
Asian	614	591	96.25	3.75	53.13
Black or African American	14	13	92.86	7.14	30.77
Filipino	96	94	97.92	2.08	36.17
Hispanic or Latino	350	319	91.14	8.86	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	33.33
White	46	42	91.30	8.70	42.86
English Learners	140	121	86.43	13.57	1.65
Foster Youth	--	--	--	--	--
Homeless	20	19	95.00	5.00	10.53
Military	0	0	0	0	0
Socioeconomically Disadvantaged	484	457	94.42	5.58	31.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	93	84	90.32	9.68	3.57

2022-23 Career Technical Education Programs

We offer magnet strands in Business. Additionally, we offer the following CTE courses: Computer Information Technology, Introduction to Business, Web Design, Economics of Business Ownership, and Work Experience. Many of our classes articulate for college credit at Mission, San Jose City, and Evergreen Valley Colleges. We are affiliated with NFTE (Network for Teaching Entrepreneurship), and in the last four years, our students have competed and won the national finals. One of our students placed second in the national competition and was one of five students to meet the President of the United States in the Oval Office. We also implemented a Linked Learning Pathway, with the focus on not only getting more students to take AP Computer Science or AP Computer Science Principles but also to provide opportunities for our students to work with professionals in the industry.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	328
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	84.6
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	98.06
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	59.24

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	93.8	85.6	95.8	95.3	94.7

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

One of the greatest strengths of Silver Creek is the outstanding support and involvement of parents. Silver Creek parents serve as elected members of the School Site Council (SSC) and the English Language Advisory Council (ELAC). Both council meetings are open to all parents and the public. In addition to serving on the SSC and ELAC, many parents are involved in the School Beautification Group, Latino Parents in Action, African American Parent Coalition, Vietnamese Parent Group, and the Silver Creek Parent Teacher Student Association (PTSA). Our PTSA works tirelessly to support and meet the needs of our students and school in general. Through significant fundraising, they have been able to fund some technology, projects to beautify our campus, help with new teacher grants, help with middle school visits, and positive publicity, and every year, they honor graduating seniors with the PTSA Scholarship.

Silver Creek strongly encourages parent and community involvement and frequently informs families about school issues, community services, and resources. Information concerning attendance, school calendars, and testing dates is regularly mailed home to parents. Information regarding school events, updates from other parent organizations, and college and community information is posted regularly on Silver Creek's website and sent home via School Loop. The school website also provides access to information concerning school activities and programs. Teachers can post homework assignments, grades, and attendance via School Loop, allowing parents and students greater access to information. The principal also hosts a Zoom Coffee Talk once a month. Families have the opportunity to hear what is happening at school.

To support our parents, the principal sponsors a monthly coffee talk. Silver Creek hosts a variety of parent information nights, such as Financial Aid night, Freshman Parent Orientation, and meet and greet with the administration and teaching staff. We have a Parent Center with a full-time Parent and Community Involvement Specialist whose focus Is to be an advocate for all the parents and provide whatever resource they might need.

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	4.1	3	3.2	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	92.4	95.4	94.4	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	555	524	94.4
Female	307	296	96.4
Male	248	228	91.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	292	284	97.3
Black or African American	--	--	--
Filipino	50	49	98.0
Hispanic or Latino	157	139	88.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	13	92.9
White	31	28	90.3
English Learners	92	81	88.0
Foster Youth	0.0	0.0	0.0
Homeless	11	10	90.9
Socioeconomically Disadvantaged	287	263	91.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	46	33	71.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2407	2359	401	17.0
Female	1203	1172	212	18.1
Male	1203	1186	189	15.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	8	8	5	62.5
Asian	1228	1211	91	7.5
Black or African American	35	31	5	16.1
Filipino	194	194	23	11.9
Hispanic or Latino	783	757	237	31.3
Native Hawaiian or Pacific Islander	12	12	6	50.0
Two or More Races	60	60	14	23.3
White	87	86	20	23.3
English Learners	371	364	65	17.9
Foster Youth	4	4	0	0.0
Homeless	53	52	20	38.5
Socioeconomically Disadvantaged	1031	1011	216	21.4
Students Receiving Migrant Education Services	8	7	2	28.6
Students with Disabilities	209	204	77	37.7

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	2.32	3.45	0.03	3.6	4.0	0.20	3.17	3.60
Expulsions	0.00	0.32	0.00	0.00	0.18	0.15	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.45	0
Female	3.16	0
Male	3.74	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.73	0
Black or African American	11.43	0
Filipino	0	0
Hispanic or Latino	8.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.33	0
White	3.45	0
English Learners	2.96	0
Foster Youth	0	0
Homeless	11.32	0
Socioeconomically Disadvantaged	5.53	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.96	0

2023-24 School Safety Plan

As with all schools within the East Side Union High School District, Silver Creek has an annually updated comprehensive safety plan that includes processes and procedures of campus safety, as well as rules and guidelines for times of emergency. Every year, the Safety Plan is reassessed, modified, updated, and presented to the School Site Council, which consists of parents, students, teachers, and administrators. The School Safety Goals are also presented to the same committee, approved, and passed on to the School Board of Trustees for final approval. A safety goals assessment was submitted to SSC in March 2023. The plan is utilized in our evacuation, run, hide, defend, fire, and earthquake drills every year. The Associate Principal (APA), Advisors, and Campus Monitor meet regularly to discuss the safety concerns of the campus. The Associate Principal (APA) and the safety team meet twice a semester. The main goal of the meetings is to review the safety goals and to assess and review any protocols that need updating.

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	27	13	76	8
Mathematics	29	10	44	25
Science	30	6	45	24
Social Science	29	10	35	32

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	26	16	81	
Mathematics	28	12	57	10
Science	29	7	59	8
Social Science	28	15	56	14

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	26	20	70	4
Mathematics	29	10	50	14
Science	30	7	52	12
Social Science	28	15	52	13

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	463

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)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

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	$11,295	$2,798	$8,496	$113,901
District	N/A	N/A	$9,513	$105,255
Percent Difference - School Site and District	N/A	N/A	-11.3	12.3
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	25.2	19.0

Fiscal Year 2022-23 Types of Services Funded

SCHS Categorical funds are used to supplement the services that our students are receiving, especially our neediest students. One of the greatest needs that were identified was the lack of sufficient academic counselors, so we're able to fund an additional general academic counselor in order to decrease the student to counselor ratio. We currently have 6 counselors who serve 2,500 students. Some groups that we identified as needing additional resources are our English Language Learner students, foster youth, and homeless student. Another area of focus is to help move all the students and teachers further along in the implementation of the Common Core State Standards. We are infusing more technology in the classroom, by purchasing class sets of readers/tablets, so that both the students and teachers are becoming more comfortable with the use of technology in the classroom that will be required with the implementation of the Common Core State Standards. Additionally, categorical funds are being used to improve the communication with all of our stakeholders, by funding personnel that is translating all communication going home both in Spanish and Vietnamese.

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	36.7

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	4
English	8
Fine and Performing Arts	3
Foreign Language	4
Mathematics	8
Science	12
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

Staff members build teaching skills throughout the year by participating in conferences, workshops, and professional site-based development. For Silver Creek High School, we offer teachers the opportunity to interact with colleagues during departmental meetings and participate in our onsite professional development during minimum days. Our focus for Professional Development has been on curriculum development, common assessments, reviewing data, both behavioral and academic, social-emotional learning, and keeping equity for all top of mind. To help most teachers with their specific needs, the Professional Development Team has developed different strands with modules that teachers can sign up to attend during our

Professional Development

collaboration time. Collaboration time during the 2022-23 school year is 180 minutes and is held every Wednesday. The District Office has annually offered staff development time where teachers are provided various professional growth opportunities in the curriculum, teaching strategies, and methodologies. Instructional coaches were funded at SCHS, to help new teachers reflect on best practices and continue to grow professionally. We also offer monthly professional development after school for our teachers who have been teaching for five years or less.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	34