Silver Creek High School

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

East Side Union High School District
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School Description

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 2,500 students that receive equal access to a quality education in a safe, healthy, challenging and caring environment. The fact that we serve a culturally, academically and economically diverse community, is what 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 greater challenge, as well as 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 expanded our AVID program to help move the students in a positive direction. We also have a large selection of unique classes not offered at most other high schools, such as Forensic Science, Japanese, Philosophy and Law & Society.

With the support of our community we have also modernized our campus, for the benefit of our students and community. Three years ago we opened a state of the art theater/performing arts building, which has brought the focus for students activities back to the center of campus. The improvements also included our athletic facilities, so that our scholar athletes have the best possible facilities at their disposal. Two years ago we were able to install stadium lights, which has helped to create a true community event where the neighborhood can come together on Friday Nights. Currently we are modernizing our aquatic facilities as we are building a super pool that will allow us to host water polo matches.

The ultimate goal is that with the support of all our stakeholders, every single one of our students is empowered to become an Academic Achiever, a Critical Thinker and an Effective Communicator who interacts cooperatively as a socially responsible citizen in a multicultural and technical world. By exposing each student to a rigorous curriculum in a supportive academic setting, our graduates are ultimately prepared for college, the work place and beyond. We are furthering this work with the implementation of the common core state standards, so that through collaboration and creativity we are graduating self-sufficient innovative thinkers. We have also established a safety net for all of our incoming ninth graders, by implementing Linked Learning which is a comprehensive program that helps them with the transition to high school by pairing up the ninth graders with upper class mentors.

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 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, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	642
Grade 10	676
Grade 11	583
Grade 12	557
Total Enrollment	2,458

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	45.1
Filipino	11.1
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	0.9
White	4.8
Two or More Races	0.7
Socioeconomically Disadvantaged	46.9
English Learners	11.6
Students with Disabilities	7.2
Foster Youth	0.3

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			
Silver Creek High School	14-15	15-16	16-17
With Full Credential	89	93	95.6
Without Full Credential	0	7	8
Teaching Outside Subject Area of Competence	1	0	0
East Side Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Silver Creek High School	14-15	15-16	16-17
Teachers of English Learners	1	2	0
Total Teacher Misassignments	2	2	0
Vacant Teacher Positions	0	3	1

* "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

2015-16 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
This School	93.4	6.6
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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 English 4 – "The Language of Literature World Literature" McDougal Littell 2002 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	CCSS Math 1 – "Secondary Math One: An Integrated Approach," Mathematics Vision Project, 2016 CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 1 – "California Integrated Mathematics 1," Houghton Mifflin Harcourt 2015 CCSS Math 1 – "SpringBoard Integrated Mathematics I," College Board 2017 CCSS Math 2 – "Secondary Math Two: An Integrated Approach," Mathematics Vision Project, 2013 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 2 – "SpringBoard Integrated Mathematics II," College Board 2017 CCSS Math 3 – "Secondary Math Three: An Integrated Approach," Mathematics Vision Project, 2014 Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	A Hands on Introduction to Forensic Science 2014 Biology – CK-12 ESUHSD Flexbook 2016 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall/ 2000, 2002 Physics – "Physics Serway & Faughn" Thomson Brooks/Cole/ 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – "Econ Alive! The Power to Choose" TCI 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%0%

School Facility Conditions and Planned Improvements (Most Recent Year)

With the support of the district, the 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 fi daily or when needed. The administrative team along with all the custodial staff strive to ensure that all facilities are cleaned and serviced daily or when needed. With what money is left from Measure E, and the addition of Measure I, Silver Creek High School is eagerly waiting for several big projects to further enhance our school. These facilities include: Additional restrooms and concessions stands surrounding the Football Field, a modern physical education building, and landscaping for key areas on campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No items noted.
Interior: Interior Surfaces	X			Bld A South: no details noted. Action/plan-Site to submit work order. Bld Q Locker Rm Girls: showers leaking water. Action/plan-Site to submit work order. Bld R Food Service Kitchen: Ceiling tiles. Action/plan-Site to submit work order.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Bld T: T-5 roaches. Action/plan-Site to submit work order. Landscape Hardscape & Parking Lots: ground squirrels. Action/plan-Site to submit work order.
Electrical: Electrical	X			Bld I: I-2 exposed wires, "I" hallway lights out and ceiling tiles some. I1 some defusers missing. Action/plan-Site to submit work order. Bld P locker Rm Boys & Bld Q locker Rm Girls: 5/4 light covers missing. Action/plan-Site to submit work order. Bld R Food Service Kitchen: 6 light covers. Action/plan-Site to submit work order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bld A South: Leaky sink in kitchen and advisors office. Action/plan-Site to submit work order. Bld H: H9 leaky faucet. Action/plan-Site to submit work order.
Safety: Fire Safety, Hazardous Materials	X			Bld N: Weight room needs fire extinguisher. Action/plan-site to provide and install. Bld O Gymnasium: Missing fire hose south wall. Action/plan-Site to submit work order.
Structural: Structural Damage, Roofs	X			Bld Pressbox: Outside crack on the building. Action/plan-Site to submit work order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Basketball Courts: Molding missing on 6 baskets in the basketball area. Action/plan-Site to submit work order. Bld C: C2 one of the door does not open due to lifted cement. Action/plan-Site to submit work order. Bld D: D5, D7, D10 Door Lock Plugged. Action/plan-Site to submit work order. Bld K: K1 door has a gap. Action/plan-Site to submit work order. Bld L: L-10 door needs adjustment. Action/plan-Site to submit work order. Bld M: M-8 exposed internet cable. Action/plan-Site to submit work order. Field Complex South (Soccer, Softball East, Softball West): Soccer field grub worms, missing grass area. Action/plan-Site to submit work order. Landscape Hardscape & Parking Lots: some concrete walk areas are not leveled. Action/plan-Site to submit work order. Swimming Pool Complex: under construction. FYI only. Tennis Courts & Volleyball Courts: floor has cracks. Action/plan-Site to submit work order.

Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	62	52	60	54	50	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.6	37.6	36.1

* 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.

2015-16 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	74	69	59	61	44	48
Math	52	48	37	38	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	678	630	92.9	59.7
Male	368	339	92.1	58.4
Female	310	291	93.9	61.2
Black or African American	20	17	85.0	29.4
Asian	325	315	96.9	69.2
Filipino	69	68	98.6	73.5
Hispanic or Latino	221	193	87.3	39.9
White	32	28	87.5	75.0
Socioeconomically Disadvantaged	312	279	89.4	49.5
English Learners	90	79	87.8	11.4
Students with Disabilities	44	27	61.4	14.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded**
All Students	11	586	559	95.4	68.8
Male	11	289	274	94.8	61.9
Female	11	297	285	96.0	75.4
Black or African American	11	16	15	93.8	50.0
Asian	11	263	257	97.7	79.4
Filipino	11	63	63	100.0	76.2
Hispanic or Latino	11	213	195	91.5	53.2
White	11	24	22	91.7	77.3
Socioeconomically Disadvantaged	11	282	267	94.7	65.6
English Learners	11	55	52	94.5	14.0
Students with Disabilities	11	43	39	90.7	2.8
Students Receiving Migrant Education Services	11	11	11	100.0	18.2

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 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.

School Year 2015-16 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 Met or Exceeded**
All Students	11	586	560	95.6	47.8
Male	11	289	276	95.5	46.3
Female	11	297	284	95.6	49.3
Black or African American	11	16	14	87.5	38.5
Asian	11	263	257	97.7	69.5
Filipino	11	63	63	100.0	38.1
Hispanic or Latino	11	213	197	92.5	24.1
White	11	24	22	91.7	45.5
Socioeconomically Disadvantaged	11	282	269	95.4	43.6
English Learners	11	55	53	96.4	21.1
Students with Disabilities	11	43	38	88.4	
Students Receiving Migrant Education Services	11	11	11	100.0	18.2

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 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.

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 (School Year 2016-17)
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 also involved in our Athletic Booster club, 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 major fundraising, they have been able to fund some technology, projects to beautify our campus 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 as well as community services and resources. Information concerning attendance, school calendars, and testing dates are regularly mailed home to parents. Information regarding school events, updates from other parent organizations, as well as 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 a wealth of 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.

To support our parents, Silver Creek hosts a variety of parent information nights, such as Financial Aid night, Freshman Parent Orientation and meet and great with the administration and teaching staff. Two years ago we were able to open up 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.

To obtain more information or to participate in any of these programs please call Ms. Elizabeth Cabrera, at 408-347-5631.

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
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 School Site Council which consist 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 the final approval. The plan is utilized in our evacuation, lock down, run, hide, defend, fire, and earthquake drills every year. The Associate Principal (APA), Advisors, Safety Team, and Campus Monitor meet quarterly, and some members monthly to assess and review any protocols that need updating.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	2.8	1.7	2.6
Expulsions Rate	0.1	0.1	0.1
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	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		78.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
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
Average Number of Students per Staff Member	
Academic Counselor	500.8

* 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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	29	30	28	16	14	11	29	26	83	45	51	1
Mathematics	29	29	28	13	14	13	20	10	45	44	39	22
Science	32	32	30	6	7	7	12	9	37	48	54	32
Social Science	31	32	29	10	8	11	11	10	38	53	52	31

* 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.

Professional Development provided for Teachers

Staff members build teaching skills throughout the year by participating in conferences and workshops and professional site based development. For Silver Creek High School we offer teachers the opportunity during minimum days to interact with colleagues during departmental meetings and participate in our onsite professional development. Our focus for Professional Development has been on Common Core Standards and Smarter Balance Assessments. The District Office has annually offered staff development time where teachers are offered broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Two years ago two instructional coaches were funded at SCHS, to help teachers reflect on best practices and continue to grow professionally. Plus this year our new teachers are able to clear their credential through the instructional coaches.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,847	$46,184
Mid-Range Teacher Salary	$85,132	$75,179
Highest Teacher Salary	$105,058	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		$124,243
Average Principal Salary (HS)	$140,146	$137,939
Superintendent Salary	$251,562	$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,944	$1,032	$5,912	$86,952
District	♦	♦	$6,960	$84,725
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			-15.1	7.5
Percent Difference: School Site/ State			10.5	16.1

* Cells with ♦ do not require data.

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 was identified was the lack of sufficient academic counselors, so were able to fund an additional general academic counselor in order to decrease the student to counselor ratio. Some groups that we identified as needing additional resources are our English Language Learner students, foster youth, and homeless student, therefore we have funded a counselor to work specifically and case manage these students. Another area of focus is to help move all the students and teacher 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 are translating all communication going home both in Spanish and Vietnamese.

SCHS was fortunate enough to receive an ASSETs (After School Safety and Enrichment for Teens Program) Grant sponsored by Goodwill, which will give us $250,000 a year for the following two years. These funds are being used to have credit recovery programs, homework centers and enrichment programs all within the safe confines of our school campus. This has not only established a safer learning environment for students after school hours, but it has also improved school spirit by increasing participation in extracurricular activities. In addition to this grant, categorical funds are also used to continue the funding of tutoring services for key subjects such as mathematics and science. Another area of focus is the increased support offered for students needing mental health services by funding a full time social worker to coordinate our services that are offered to our students in our Student Support Center. Ultimately, the overall focus with this additional funding is to provide a safe learning environment, by meeting all the different needs of our diverse student body population. For the benefit of the students we are also funding a New Teachers Academy and Collaborative Rounds where the teachers can provide peer review by observing each other. The overall goal is to provide the most qualified teachers for all of our students.

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

Silver Creek High School	2011-12	2013-14	2014-15
Dropout Rate	10.50	8.10	11.30
Graduation Rate	86.96	88.44	87.10
East Side Union High School District	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	282
% of pupils completing a CTE program and earning a high school diploma	75%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	67%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.58
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	50.8

* Where there are student course enrollments.

2015-16 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language	3	♦
Mathematics	3	♦
Science	6	♦
Social Science	4	♦
All courses	21	21

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	89	83	86
Black or African American	93	78	78
American Indian or Alaska Native	0	67	78
Asian	93	94	93
Filipino	95	92	93
Hispanic or Latino	83	74	83
Native Hawaiian/Pacific Islander	50	79	85
White	88	90	91
Two or More Races	67	91	89
Socioeconomically Disadvantaged	64	66	66
English Learners	58	55	54
Students with Disabilities	85	78	78

Career Technical Education Programs

We offer magnet strands in Forensic Science and Business. Additionally, we offer the following CTE courses: Marketing, 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 in the national finals. Five years ago our student placed second in the national competition and was one of five students to meet the President of the United States in the Oval Office. Also, four years ago we implemented a Linked Learning Academy, with the focus on getting more students to take AP Computer Science, and this year we are introducing AP Computer Science Principles as an option for our students.

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 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).

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.