Silver Creek High School

3434 Silver Creek Road • San Jose, CA 95121 • 408.347.5600 • Grades 9-12
Chantal Chatman, Principal
chatmanc@esuhsd.org
schs.schoolloop.com

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

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. Four 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. Three 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. We have modernized our aquatic facilities as we have built a super pool that will allow us to host water polo matches. We have also enhanced our common areas to include landscaping and updated seating.

The ultimate goal with the support of all of our stakeholders, is to ensure that every single student 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	631
Grade 10	635
Grade 11	653
Grade 12	579
Total Enrollment	2,498

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	47
Filipino	10.2
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.8
White	4.2
Two or More Races	0.8
Socioeconomically Disadvantaged	43.7
English Learners	11.6
Students with Disabilities	7.3
Foster Youth	0.1

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.

Teacher Credentials			
Silver Creek High School	**15-16**	**16-17**	**17-18**
With Full Credential	93	95.8	93.6
Without Full Credential	7	6.8	5.6
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	961.4
Without Full Credential	♦	♦	48.2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Silver Creek High School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	3	1	4

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials **Year and month in which data were collected: October 2017**	
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 -- Expository Reading and Writing Course Student Reader AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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" Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 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 **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 2017 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall/ 2000, 2002 Physics – "Physics Serway & Faughn" Thomson Brooks/Cole/ 2002 AP Biology- AP Biology In Focus- Prentice Hall 2004 AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991 AP Physics 1 and 2- Physics AP- Wiley 2012 AP Environmental Science- Living In The Environment- Cengage 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
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 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 - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 **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	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 0%0%

Note: Cells with N/A values do not require data.

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.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld A Library: Ceiling tiles, some outlets not working and a/c sometimes does not work Bld Q Locker Rm Girls: a/c fan not working, dirty walls, evidence of mice Site to submit work order.
Interior: Interior Surfaces		X		Bld D: Stained ceiling tiles and some damage to walls Bld I: stained celing tiles I2, mice droping and roaches found in building. Bld J: J-1 damage to light, J2 missing lights, J-3 sinks not working Bld M: Tree leaning on building, walls need repairing, roaches Bld P Locker Rm Boys: stained walls and mice Bld T: T-5 Roaches and evidence of mice, walls need to be repainted Bld V1 Portable CR: wallpaper ripped on wall Bld V2 Portable CR: ceiling tiles are damaged Bld X Raider Hall: dance room storage area missing tiles Site to submit work order.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Bld E: mice droppings found in classrooms Bld K: Girls restroom has some paint that has not been completely removed from vandalisim. Roaches in classrooms. Bld L: roaches in classrooms Bld S Administration: roaches, some windows have loose seal Bld T: T-5 Roaches and evidence of mice, walls need to be repainted . Field Complex South (Soccer, Softball East, Softball West): Soccer field grub worms, missing grass area. Landscape Hardscape: ground squirles, some concrete walk areas are not leveled Parking Lots: ground squirles, some concrete walk areas are not leveled Site to submit work order.
Electrical: Electrical	X			Bld J: J-1 damage to light, J2 missing lights, J-3 sinks not working Bld O Gymnasium: one of the motors for the basketball hoop is not working Site to submit work order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Bld A South: Celing tiles stained, a/c sometimes does not work Bld C: sink needs repair in staff restroom Site to submit work order.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/7/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

| | School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/7/17 | | | |

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	X			Bld M: Tree leaning on building, walls need repaining, roaches Bld Pressbox: Outside crack on the building Site to submit work order.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Basketball Courts: Bld N5 Portable CR: loose window cage and dirty windows Bld N6 Portable CR: loose window cage and dirty windows Bld N7 Portable CR: loose window cage and dirty windows Bld N8 Portable CR: loose window cage and dirty windows Bld N9 Portable CR: loose window cage and dirty windows Tennis Courts: tennis court surface has damage Volleyball Courts: Volleyball court floor has cracks 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	52	60	50	49	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	69	74	61	63	48	48
Math	48	53	38	39	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.9	27.8	43.8

* 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.

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 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	642	624	97.2	73.88
Male	340	331	97.35	71.6
Female	302	293	97.02	76.45
Black or African American	18	18	100	50
American Indian or Alaska Native	--	--	--	--
Asian	326	324	99.39	83.64
Filipino	60	60	100	80
Hispanic or Latino	194	179	92.27	54.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100	82.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	261	249	95.4	65.06
English Learners	119	114	95.8	37.72
Students with Disabilities	42	37	88.1	10.81
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	642	617	96.11	52.84
Male	340	328	96.47	54.88
Female	302	289	95.7	50.52
Black or African American	18	16	88.89	25
American Indian or Alaska Native	--	--	--	--
Asian	326	322	98.77	72.36
Filipino	60	60	100	48.33
Hispanic or Latino	194	177	91.24	20.34
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.43	51.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	261	248	95.02	44.35
English Learners	119	115	96.64	29.57
Students with Disabilities	42	35	83.33	5.71
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)
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, help with new teacher grants, help with middle school visits, 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 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 State priority: School Climate (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 A The safety goals assessment was submitted ti SSC ob 8/31/17 and the Safety Goals Assessment meeting was held on 10/25/17. The plan is utilized in our evacuation, lock down, run, hide, defend, fire, and earthquake drills every year. The Associate Principal (APA), Advisors, and Campus Monitor meet once a week. And the Associate Principal (APA) and the safety team meet twice a semester. The main goal of the meetings are to assess and review any protocols that need updating.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.7	2.6	3.1
Expulsions Rate	0.1	0.1	0.2
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.5	3.8	4.0
Expulsions Rate	0.0	0.0	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	71.4	

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	1
Social Worker	1
Nurse	.5
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	500.4

* 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	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	30	28	27	14	11	13	26	83	83	51	1	3
Mathematics	29	27	23	14	11	12	10	18	12	39	13	4
Science	32	30	30	7	8	6	9	34	45	54	31	25
Social Science	32	28	28	8	13	14	10	38	59	52	31	9

* 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. In an effort to help the majority of teachers with their specific needs, the Professional Development Team has developed different strands with different modules that teachers can sign up to attend during our collaboration time. 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$54,131	$50,221
Mid-Range Teacher Salary	$88,881	$83,072
Highest Teacher Salary	$109,686	$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		$128,094
Average Principal Salary (HS)	$145,985	$146,114
Superintendent Salary	$273,721	$226,121
Percent of District Budget		
Teacher Salaries	36%	34%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,482	$1,056	$6,426	$90,836
District	♦	♦	$7,573	$87,300
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			-15.1	7.2
Percent Difference: School Site/ State			13.2	16.7

* 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	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	8.1	11.3	7.7
Graduation Rate	88.44	87.1	89.15
East Side Union High School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	12	11.7	10
Graduation Rate	82.86	83.03	85
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.44
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	55.83

* Where there are student course enrollments.

2016-17 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	4	♦
Mathematics	3	♦
Science	4	♦
Social Science	3	♦
All courses	19	30.5

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	87.79	83.9	87.11
Black or African American	62.5	83.52	79.19
American Indian or Alaska Native	100	78.95	80.17
Asian	92.8	94	94.42
Filipino	95.52	93.32	93.76
Hispanic or Latino	79.7	75.63	84.58
Native Hawaiian/Pacific Islander	100	93.75	86.57
White	86.49	90.95	90.99
Two or More Races	100	87.14	90.59
Socioeconomically Disadvantaged	51.35	60.06	63.9
English Learners	52.94	48.6	55.44
Students with Disabilities	83.27	79.67	85.45
Foster Youth	50	39.02	68.19

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 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 with work with professionals in industry.

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.