

Silver Creek High School

3434 Silver Creek Road • San Jose, CA 95121 • 408.347.5600 • Grades 9-12

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



East Side Union High School District

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District Governing Board

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District Administration

Chris D. Funk
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Glenn Vander Zee
Assistant Superintendent
Educational Services

Marcus Battle
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Business Services

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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 2,400 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 freshmen class, and we expanded our AVID program to help move the students in a positive direction. We also have a large selection of specialty classes not offered at most other high schools, such as Forensic Science, Japanese and Law & Society.

With the support of our community we have also modernized our campus, for the benefit of our students and community. Two 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. Last year 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.

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 408.347.5600 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	689
Grade 10	625
Grade 11	595
Grade 12	556
Total Enrollment	2,465

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	43.7
Filipino	11.4
Hispanic or Latino	36.5
Native Hawaiian or Pacific Islander	0.9
White	4.5
Two or More Races	0.7
Socioeconomically Disadvantaged	47.8
English Learners	11.1
Students with Disabilities	6.8
Foster Youth	0.2

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	13-14	14-15	15-16
With Full Credential	94	89	93
Without Full Credential	1	0	7
Teaching Outside Subject Area of Competence	0	1	0
East Side Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Silver Creek High School	13-14	14-15	15-16
Teachers of English Learners	2	1	2
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	0	0	3

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.4	3.6
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

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

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

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
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	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – “Geometry” McDougal Littell 2007 Algebra II – “Algebra 2” McDougal Littell 2007 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Forensic Science- Criminalistics: An Introduction to Forensic Science 2004 Biology – CK-12 ESUHSD Flexbook 2015 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 – “Magruder’s American Government” Prentice Hall 1997 Economics – “Holt Economics” Holt 2003 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 filled 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 remodeled swimming pool, and landscaping for key areas on campus.

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld P Locker Rm Boys & Bld Q Locker Rm Girls : A/C fan running. Action/plan-Site to submit work order and M&O to schedule the work. Parking Lots: item noted but no comment. Action/plan-Site to submit work order and M&O to schedule the work.
Interior: Interior Surfaces	X			Bld A South: stained carpet and stained tiles. Action/plan-Site to submit work order and M&O to schedule the work. Bld O Gymnasium: holes in small gym walls. Action/plan-Site to submit work order and M&O to schedule the work. Bld R Food Service Kitchen & Bld S Administration: stained tiles. Action/plan-Site to submit work order and M&O to schedule the work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Landscape Hardscape & Parking Lots: ground squirrels and ground squirrel holes in hardscape and landscape. Action/plan-Site to submit work order and M&O to schedule the exterminator.
Electrical: Electrical	X			Bld P Locker Rm Boys: light diffusers and team emergency lights not working. Action/plan-Site to submit work order and M&O to schedule the work. Bld Q Locker Rm Girls: exposed wire in pool restroom. Action/plan-Site to submit work order and M&O to schedule the work. Stadium: electrical outlet not working near track. Action/plan-Site to submit work order and M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bld U: soap dispensers, toilet paper holders in restrooms. Action/plan-Site to submit work order and M&O to schedule the work.
Safety: Fire Safety, Hazardous Materials	X			No item noted.
Structural: Structural Damage, Roofs	X			Landscape Hardscape: ground squirrels and ground squirrel holes in hardscape and landscape. Action/plan-Site to submit work order and M&O to schedule the exterminator. Stadium: pressbox roof has evidence of a leak. Action/plan-Site to submit work order and M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Basketball Courts: missing rims. Action/plan-Site to submit work order and M&O to schedule the work. Bld C: C2 door (one of two) does not open. Action/plan-Site to submit work order and M&O to schedule the work. Bld D: door key lock does not work D5, D7, D10, D8. Action/plan-Site to submit work order and M&O to schedule the work. Bld L & Lunch Canopy: uneven walkways, clock L2, L14. Action/plan-Site to submit work order and M&O to schedule the work. Field Complex South (Soccer, Softball East, Softball

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				West): soccer field is uneven due to loss of grass. Action/plan-Site to submit work order and M&O to schedule the work. Parking Lots: ground squirrels and ground squirrel holes in hardscape. Action/plan-Site to submit work order and M&O to schedule the exterminator. Swimming Pool Complex: shallow pool has divits (holes) in the bottom that are sharp, hardscape has cracks. Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts & Volleyball Courts: cracked surfaces on the courts. Action/plan-Site to submit work order and M&O to schedule the work.
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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.50	32.00	38.20

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	72	59	44
Math	51	38	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	52
Male	54
Female	53
Black or African American	25
Asian	66
Filipino	69
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	--
White	50
Two or More Races	--
Socioeconomically Disadvantaged	13
English Learners	10
Students with Disabilities	43
Students Receiving Migrant Education Services	38
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	58	62	52	52	54	50	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	571	547	95.8	8	18	38	34
Male	11	571	277	48.5	8	19	38	32
Female	11	571	270	47.3	7	17	39	36
Black or African American	11	571	8	1.4	--	--	--	--
American Indian or Alaska Native	11	571	1	0.2	--	--	--	--
Asian	11	571	233	40.8	6	10	36	47
Filipino	11	571	70	12.3	4	19	41	34
Hispanic or Latino	11	571	187	32.7	11	29	42	15
Native Hawaiian or Pacific Islander	11	571	6	1.1	--	--	--	--
White	11	571	36	6.3	6	17	33	42
Two or More Races	11	571	6	1.1	--	--	--	--
Socioeconomically Disadvantaged	11	571	129	22.6	16	23	40	18
Students with Disabilities	11	571	25	4.4	56	20	16	0
Students Receiving Migrant Education Services	11	571	9	1.6	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	571	542	94.9	22	25	28	23
Male	11	571	275	48.2	23	26	25	23
Female	11	571	267	46.8	21	23	30	23
Black or African American	11	571	8	1.4	--	--	--	--
American Indian or Alaska Native	11	571	1	0.2	--	--	--	--
Asian	11	571	231	40.5	10	19	32	38
Filipino	11	571	70	12.3	17	26	36	20
Hispanic or Latino	11	571	187	32.7	37	30	22	5
Native Hawaiian or Pacific Islander	11	571	6	1.1	--	--	--	--
White	11	571	34	6.0	24	24	24	29

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11	571	5	0.9	--	--	--	--
Socioeconomically Disadvantaged	11	571	130	22.8	32	26	25	10
Students with Disabilities	11	571	25	4.4	76	12	0	0
Students Receiving Migrant Education Services	11	571	9	1.6	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

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). The Athletic Booster Club supports athletes by selling concessions at football games and other fundraisers. 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 a graduating senior 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 host a variety of parent information nights, such as Financial Aid night, Freshman Parent Orientation and meet and greet with the administration and teaching staff. Last year 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	2012-13	2013-14	2014-15
Suspensions Rate	3.37	2.78	1.69
Expulsions Rate	0.24	0.12	0.12
District	2012-13	2013-14	2014-15
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	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	75.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	29	30	20	16	14	30	29	26	47	45	51
Math	30	29	29	16	13	14	14	20	10	49	44	39
Science	31	32	32	6	6	7	13	12	9	49	48	54
SS	32	31	32	7	10	8	6	11	10	59	53	52

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.33
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	.2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	493

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

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. Last year 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,378	\$44,363
Mid-Range Teacher Salary	\$78,040	\$71,768
Highest Teacher Salary	\$100,055	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$121,276
Average Principal Salary (HS)	\$131,750	\$133,673
Superintendent Salary	\$239,583	\$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

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

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 three 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,562	\$1,118	\$5,444	\$82,115
District	◆	◆	\$6,672	\$80,860
State	◆	◆	\$5,348	\$74,908
Percent Difference: School Site/District			-18.4	7.4
Percent Difference: School Site/ State			16.1	13.6

* Cells with ◆ do not require data.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	32	39	32	29
All Students at the School	40	18	42	30	32	38
Male	44	20	35	29	31	40
Female	37	16	47	31	33	36
Black or African American	53	27	20	60	20	20
Asian	26	16	58	12	27	61
Filipino	38	11	51	26	44	31
Hispanic or Latino	55	21	24	50	32	18
White	30	22	48	18	45	36
Socioeconomically Disadvantaged	48	15	37	36	30	34
English Learners	96	4		73	24	4
Students with Disabilities	95	3	3	75	21	4
Students Receiving Migrant Education Services	71	7	21	62	23	15

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Silver Creek High School	2012-13	2013-14	2014-15
English-Language Arts	63	64	60
Mathematics	75	75	70
East Side Union High School District	2012-13	2013-14	2014-15
English-Language Arts	56	50	50
Mathematics	63	56	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Silver Creek High School	2011-12	2012-13	2013-14
Dropout Rate	7.00	10.50	8.10
Graduation Rate	89.56	86.96	88.44
East Side Union High School District	2011-12	2012-13	2013-14
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	310
% of pupils completing a CTE program and earning a high school diploma	78%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	91.13	82.2	84.6
Black or African American	90.91	78.16	76
American Indian or Alaska Native	50	75	78.07
Asian	95	94.09	92.62
Filipino	98.8	89.46	96.49
Hispanic or Latino	84.62	73.24	81.28
Native Hawaiian/Pacific Islander	100	86.21	83.58
White	85	87.32	89.93
Two or More Races	62.5	71.64	82.8
Socioeconomically Disadvantaged	62.5	59.15	61.28
English Learners	58	58.78	50.76
Students with Disabilities	87.03	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.58
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	46.5

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	9	♦
Science	5	♦
Social Science	12	♦
All courses	31	.8

* Where there are student course enrollments.

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. Four 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, three years ago we implemented a Linked Learning Academy, with the focus on getting more students to take AP Computer Science, and this year we have three sections of AP Computer Science.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.