

# Silver Creek High School

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

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### East Side Union High School District

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

Lan Nguyen

**Board President**

Van T. Le

**Board Vice President**

J. Manuel Herrera

**Board Clerk**

Pattie Cortese

**Board Member**

Lorena Chavez

**Board Member**

#### District Administration

Chris D. Funk

**Superintendent**

Teresa Marquez

**Associate Superintendent  
Educational Services**

Chris Jew

**Associate Superintendent  
Business Services**

Glen Vander Zee

**Associate Superintendent  
Human Resources**

### 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 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.

With the support of our community, we have also modernized our campus, for the benefit of our students and community. We have a state of the art theater and 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. Stadium lights were installed, which has helped to create a true community event where the neighborhood can come together and watch our students participate in a variety of activities. We have modernized our aquatic facilities as we have built a super pool that will allow us to host water polo matches. The new fitness center provides students with the opportunity to experience a community gym feel. We have also enhanced our common areas to include landscaping and updated seating.

The ultimate goal with the support of all of our stakeholders is to create an equitable community where all students are welcomed as they are, their strengths and areas of growth are known and supported. Adults will respond positively to the social-emotional, wellness, and academic needs of every student. We believe in instilling the values of the Creek Way into our daily routines both in and out of the classroom. Creek students will leave high school with the skills of communication, collaboration, independent thinking, and problem-solving techniques.

## 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	601
Grade 10	647
Grade 11	615
Grade 12	565
<b>Total Enrollment</b>	<b>2,428</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	48.3
Filipino	8.8
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	0.8
White	4.8
Two or More Races	1.2
Socioeconomically Disadvantaged	43.3
English Learners	11.3
Students with Disabilities	7
Foster Youth	0.2
Homeless	0.6

## 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 for Silver Creek High	18-19	19-20	20-21
With Full Credential	100.1	95.4	98.4
Without Full Credential	7.6	4	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	18-19	19-20	20-21
With Full Credential	♦	♦	912.1
Without Full Credential	♦	♦	32.1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Silver Creek High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "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 2020-21)

Silver Creek High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

#### Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002                      English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002                      English 3 – MyPerspectives: American Literature//Pearson                      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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Mathematics</b>	<p>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</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)                      NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (through Dec 2020), CK-12 eTextbook (pilot)                      NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web-Based eTextbook and resources (through Dec 2020), CK-12 eTextbook (pilot)                      A Hands-on Introduction to Forensic Science 2014                      AP Biology- Campbell AP Biology In Focus 1st edition- Prentice Hall 2004                      AP Chemistry- Chemistry The Central Science- Brown &amp; Lemay                      AP Physics 1 - Physics AP- Cutnell and Johnson , Wiley 2012                      AP Environmental Science- Living In The Environment- Miller/Spoonman - Cengage 2015                      Biotechnology: Science for the New Millenium, Daugherty                      Living Earth Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)                      Physical Science Essentials - STEMscopes, eTextbook and Web-based resources (through Dec 2020), CK-12 eTextbook (pilot)                      Marine Biology - Marine Science - AMSCO 2004                      Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Textbooks and Instructional Materials in use are standards aligned and officially adopted <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	Science labs are adequately equipped <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

#### Year and month in which data were collected: Sept. 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Found floors dirty in several areas of campus, site correcting with custodial crew. Found several stained ceiling tiles, no signs of current leaks. Site replacing tiles. Missing floor tiles in one building, maintenance team replacing.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	A building had several light bulbs out, site replacing bulbs. Found exposed electrical wires at exterior of M building, electrician corrected.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Found weeds and unkept conditions of the grounds around the campus. Site to address with gardener. Found broken key in door, locksmith replaced lock.
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	75	N/A	59	N/A	50	N/A
Math	54	N/A	39	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	39	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 school site

#### Opportunities for Parental Involvement (School Year 2020-21)

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

To obtain more information or to participate in any of these programs please call 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 (School Year 2020-2021)**

As with all schools within the East Side Union High School District, Silver Creek has an annually updated comprehensive safety plan, that includes processes and procedures of campus safety, as well as rules and guidelines for times of emergency. Every year the Safety Plan is reassessed, modified, updated, and presented to the School Site Council which consists of parents, students, teachers, and administrators. The School Safety Goals are also presented to the same committee, approved and passed on to the School Board of Trustees for the final approval. A safety goals assessment was submitted to SSC on March 5, 2020. The plan is utilized in our evacuation, lockdown, run, hide, defend, fire, and earthquake drills every year. The Associate Principal (APA), Advisors, and Campus Monitor meet regularly to discuss the safety concerns of the campus. And the Associate Principal (APA) and the safety team meet twice a semester. The main goal of the meetings is to review the safety goals and to assess and review any protocols that need updating.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.5	1.5	3.6	3.4	3.5	3.5
Expulsions	0.0	0.1	0.1	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.1	3	2.5
Expulsions	0	0.04	0.05

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	404.7

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.7

\*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)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	14	85		26	20	78	2	27	17	73	4
Mathematics	28	12	61	11	27	15	62	7	30	10	26	40
Science	29	12	51	17	29	8	65	6	29	7	48	21
Social Science	28	12	52	19	27	15	63	4	29	9	53	13

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	29	29	38

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 curriculum development, common assessments, reviewing data, both behavioral and academic, social-emotional learning, and keeping equity for all top of mind. 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. Collaboration time during the 2020-21 school year is 180 minutes and is held every Wednesday. The District Office has annually offered staff development time where teachers are offered a variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Instructional coaches were funded at SCHS, to help new teachers reflect on best practices and continue to grow professionally.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,291	\$52,670
Mid-Range Teacher Salary	\$95,712	\$89,660
Highest Teacher Salary	\$118,115	\$112,761
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$142,638
Average Principal Salary (HS)	\$149,107	\$158,074
Superintendent Salary	\$292,671	\$250,285

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	32.0
Administrative Salaries	3.0	5.0

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

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,308	\$1,531	\$7,777	\$97,638.19
District	N/A	N/A	\$8,318	\$94,375
State	N/A	N/A	\$7,750	\$90,287

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.7	3.4
School Site/ State	0.3	7.8

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

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Silver Creek High School	2016-17	2017-18	2018-19
Dropout Rate	6	5.5	3.6
Graduation Rate	91.3	91.3	93.7

Rate for East Side Union High School	2016-17	2017-18	2018-19
Dropout Rate	20.5	17.8	15.6
Graduation Rate	71.5	75.7	77.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	336
% of pupils completing a CTE program and earning a high school diploma	9.1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Career Technical Education Programs**

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

**DataQuest**

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

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.35
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.07

**2019-20 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	3	N/A
English	7	N/A
Fine and Performing Arts	4	N/A
Foreign Language	5	N/A
Mathematics	8	N/A
Science	10	N/A
Social Science	12	N/A
All courses	49	31.1

\*Where there are student course enrollments of at least one student.