

# Silver Creek High School

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### East Side Union High School District

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San Jose, CA 95133  
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#### District Governing Board

Frank Biehl

J. Manuel Herrera

Van Thi Le

Magdalena Carrasco

Lan Nguyen

#### District Administration

Chris D. Funk  
Superintendent

Juan Cruz  
Associate Superintendent  
Educational Services

Marcus Battle  
Associate Superintendent  
Business Services

Cari Vaeth  
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 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. 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. Last year 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. This 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 408.347.5600.

**2013-14 Student Enrollment by Grade Level**

Grade Level	Number of Students
Gr. 9	623
Gr. 10	597
Gr. 11	573
Gr. 12	564
<b>Total</b>	<b>2,357</b>

**2013-14 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.2
Asian	42.6
Filipino	12.3
Hispanic or Latino	35.4
Native Hawaiian/Pacific Islander	0.6
White	4.3
Two or More Races	1.3
Socioeconomically Disadvantaged	51.5
English Learners	10.7
Students with Disabilities	7.6

## 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	12-13	13-14	14-15
<b>Fully Credentialed</b>	92	94	89
<b>Without Full Credential</b>	.2	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	1

  

East Side Union High School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	◆	◆	949
<b>Without Full Credential</b>	◆	◆	32
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	5

**Teacher Misassignments and Vacant Teacher Positions at this School**

Silver Creek High School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	1	2	1
<b>Total Teacher Misassignments</b>	2	2	2
<b>Vacant Teacher Positions</b>	0	0	0

\* "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

2013-14 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
<b>This School</b>	97.24	2.76
<b>Districtwide</b>		
<b>All Schools</b>	96.57	3.43
<b>High-Poverty Schools</b>	95.73	4.27
<b>Low-Poverty Schools</b>	98.84	1.16

\* 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 2014-15)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>English 4 – “The Language of Literature World Literature” McDougal Littell 2002</p> <p>ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Vision Project, Secondary Math 1, 2012</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Conceptual Physical Science/Explorations” and Holt “Physical Science” Addison-Wesley/Holt 1999, 2003, 2008</p> <p>Biology – CK-12 ESUHS D Flexbook 2014</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall/ 2000, 2002</p> <p>Physics – “Physics Serway &amp; Faughn” Thomson Brooks/Cole/ 2002</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Health</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Science Laboratory Equipment</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%0%</p>	<p>Science labs are adequately equipped</p>

**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. In meeting 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: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Bld E: E10 HVAC-Action/plan-Site to submit work order and M&O to schedule the work. Bld U: U18 HVAC not working in IDF room-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Bld A South: carpet in one office needs to be replaced-Action/plan-Site to submit work order and M&O to schedule the work. Bld C & Bld L: stained ceiling tiles in C6 & L4-Action/plan-Site to submit work order and M&O to schedule the work. Bld E: stained tiles in E13 and walls in E14-Action/plan-Site to submit work order and M&O to schedule the work. Bld H: stained ceiling tiles in H6 & H9-Action/plan-Site to submit work order and M&O to schedule the work. Bld J: J1 south wall water damage-Action/plan-Site to submit work order and M&O to schedule the work. Bld M: item noted but no specifics-Action/plan, site to place work order and M&O will schedule the repair. Bld O Gymnasium: water damage on south wall and the paint is peeling off. Holes in the small gym wall and has no clock-Action/plan-Site to submit work order and M&O to schedule the work. Bld R Food Service Kitchen and Bld S Career Ctr: stain ceiling tiles-Action/plan-Site to submit work order and M&O to schedule the work. Bld S Administration: stained ceiling tiles and water damage carpet in staff lounge-Action/plan-Site to submit work order and M&O to schedule the work. Bld U: U6 missing baseboard-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Bld Pressbox: missing floor tiles and no fire extinguisher-Action/plan-Site to submit work order and M&O to schedule the work.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Bld M: no covers on light fixtures-Action/plan-Site to submit work order and M&O to schedule the work. Bld Q Locker Rm Girls: pool restroom has exposed wiring-Action/plan-Site to submit work order and M&O to schedule the work. Bld X Raider Hall: theater light not working properly-Action/plan-Facilities is working with the building subcontractor to troubleshoot and repair. Exterior Lighting: light post not working in the following areas-X Quad (6), Bus loading zone (4), B Bldg (1), and on the gym wall in the pool area (1)-Action/plan-Site to submit work order and M&O to schedule the work. Marquee: light not working-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Bld U: teacher sink leaks in U1-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Bus Canopy: item noted but no specifics-Action/plan, site to place work order and M&O will schedule the repair.
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Parking Lots: squirrel holes in the walkway in staff lot-Action/plan-Site to submit work order and M&O to schedule the work. Swimming Pool Complex: several cracks in the cement, plaster is breaking on the pool floor-Action/plan-Site to submit work order and M&O to schedule the work.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Baseball Complex: parts of the outfield grass area has no grass-Action/plan-Site to submit work order and M&O to schedule the work. Basketball Courts: missing basketball rim-Action/plan-Site to submit work order and M&O to schedule the work. Bld D: D10 door lock plugged-Action/plan-Site to submit work order and M&O to schedule the work. Bld M: can't completely open conference room door because car lift post has risen up under the carpet-Action/plan-Site to submit work order and M&O to schedule the work. Bld T: T8 can't open door lock-Action/plan-Site to submit work order and M&O to schedule the work. Field Complex North (Baseball, Discus, Shotput): squirrel holes and several patches of grass missing-Action/plan-Site to submit work order and M&O to schedule the work. Field Complex South (Soccer, Softball East, Softball West): several patches of grass missing-Action/plan-Site to submit work order and M&O to schedule the work. Stadium: visitor side portable bleacher is not secured to the cement pad and has moved off of it a few times-Action/plan-Site to submit work order and M&O to schedule the work. Swimming Pool Complex: diving boards are in need of repair-Action/plan-Site to submit work order and M&O to schedule the work. Tennis Courts: cracks on playing surface-Action/plan-Site to submit work order and M&O to schedule the work. Volleyball Courts: cracks in the playing surface-Action/plan-Site to submit work order and M&O to schedule the work. Bus Canopy: paint peeling on circular benches-Action/plan-Site to submit work order and M&O to schedule the work.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[X]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

#### 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	57	59	62	52	52	53	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	56	60	49	50	52	54	56	55
Math	39	38	39	30	29	28	49	50	50
HSS	47	45	45	43	43	45	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	8	5	6

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.5	36.7	42.4

\* 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.

#### 2013-14 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	53	
All Student at the School	62	
Male	62	
Female	61	
Black or African American		
American Indian or Alaska Native		
Asian	73	
Filipino	68	
Hispanic or Latino	47	
Native Hawaiian/Pacific Islander		
White	72	
Two or More Races		
Socioeconomically Disadvantaged	50	
English Learners	10	
Students with Disabilities	18	
Students Receiving Migrant Education Services	60	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	15	-4	10
Black or African American			
American Indian or Alaska Native			
Asian	12	3	6
Filipino	8	20	-16
Hispanic or Latino	21	-17	34
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	8	-10	8
English Learners	54	0	-28
Students with Disabilities		-76	55

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## 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. This year we are also proud to announce the creation of the 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	11-12	12-13	13-14
Suspensions Rate	3.8	3.4	2.8
Expulsions Rate	0.0	0.2	0.1
<b>District</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
<b>State</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.



## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

2014-15 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	16	
Percent of Schools Currently in Program Improvement	84.2	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	1183

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	29.5	28	29	12	20	16	30	30	29	48	47	45
Math	31.8	30	29	8	16	13	14	14	20	50	49	44
Science	32.3	31	32	4	6	6	8	13	12	50	49	48
SS	30.5	32	31	8	7	10	13	6	11	43	59	53

\* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,957
Mid-Range Teacher Salary	\$74,444	\$69,613
Highest Teacher Salary	\$95,445	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$128,614	\$129,506
Superintendent Salary	\$235,000	\$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

\* 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 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,110	\$1,082	\$5,028	\$77,800
District	♦	♦	\$5,722	\$76,437
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-12.1	0.1
Percent Difference: School Site/ State			-9.2	8.7

### Types of Services Funded at Silver Creek High School

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 we were able to fund an additional general academic counselor in order to decrease the student to counselor ratio. Also, 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 four 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 Healthy Start 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.

### Professional Development provided for Teachers at Silver Creek High School

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. For additional support in the profession, teachers may enlist the services of the District's Beginning Teacher Support and Assistance (BTSA) facilitator and mentors. This year two instructional coaches have been funded at SCHS, to help teachers reflect on best practices and continue to grow professionally.

**2013-14 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	45	23	32	38	33	30
All Students at the School	36	24	40	25	34	42
Male	38	29	33	24	35	40
Female	33	20	47	24	33	43
Black or African American						
American Indian or Alaska Native						
Asian	24	21	56	10	28	62
Filipino	31	21	48	17	39	44
Hispanic or Latino	52	29	19	43	39	19
Native Hawaiian/Pacific Islander						
White	17	44	39	15	26	59
Two or More Races						
Socioeconomically Disadvantaged	50	23	27	34	36	29
English Learners	98	2		63	26	11
Students with Disabilities	93	7		68	21	11
Students Receiving Migrant Education Services	53	33	13	20	53	27

\* 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			
<b>Silver Creek High School</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	62	63	64
Mathematics	72	75	75
<b>East Side Union High School District</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	54	56	50
Mathematics	61	63	56
<b>California</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
English-Language Arts	56	57	56
Mathematics	58	60	62

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	86.49	82.21	84.56
Black or African American	76.47	79.72	75.90
American Indian or Alaska Native	100.00	62.96	77.82
Asian	90.53	92.55	92.94
Filipino	93.75	90.53	92.20
Hispanic or Latino	79.17	73.24	80.83
Native Hawaiian/Pacific Islander	100.00	86.67	84.06
White	74.07	88.08	90.15
Two or More Races	133.33	88.46	89.03
Socioeconomically Disadvantaged	83.83	75.66	82.58
English Learners	47.37	55.53	53.68
Students with Disabilities	56.41	59.46	60.31

Dropout Rate and Graduation Rate			
<b>Silver Creek High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	13.0	7.0	10.5
Graduation Rate	84.90	89.56	86.96
<b>East Side Union High School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	7	♦
Science	4	♦
Social Science	11	♦
All courses	26	0.6

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	81.61
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	40.04

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	298
% of pupils completing a CTE program and earning a high school diploma	77%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	87%

### 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. Three 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, we are in the second year of implementing a Linked Learning Academy, with the focus on getting more students to take AP Computer Science.