

Silver Creek High School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



East Side Union High School District

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District Governing Board

Pattie Cortese

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J. Manuel Herrera

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District Administration

Chris D. Funk
Superintendent

Glenn Vander Zee
**Assistant Superintendent
Educational Services**

Chris Jew
**Associate Superintendent
Business Services**

Dr. John Rubio
**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. Due to the success of our 180 Degrees Program, we have expanded it to include a freshman and two sophomore-level classes, and we expanded our AVID program to help move the students in a positive direction. We also have a large selection of unique classes not offered at most other high schools, such as Forensic Science, Japanese, Philosophy and Law & Society.

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

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).

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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	622
Grade 10	642
Grade 11	579
Grade 12	592
Total Enrollment	2,435

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	49.5
Filipino	9.6
Hispanic or Latino	32.7
Native Hawaiian or Pacific Islander	0.7
White	4.4
Two or More Races	0.7
Socioeconomically Disadvantaged	44.5
English Learners	12.5
Students with Disabilities	7.8
Foster Youth	0.3
Homeless	0.8

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	17-18	18-19	19-20
With Full Credential	93.6	100.1	95.4
Without Full Credential	5.6	7.6	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	17-18	18-19	19-20
With Full Credential	◆	◆	942.3
Without Full Credential	◆	◆	34.8
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Silver Creek High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	4	0	0

* 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.

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 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 2,400 students. 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	29	29

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 is 90 minutes and is held every Monday. Creek has also added two PD days after the PSAT and SAT exams that are 2.5 hours long. The District Office has annually offered staff development time where teachers are offered a broad-based variety of professional growth opportunities in the curriculum, teaching strategies, and methodologies. Instructional coaches were funded at SCHS, to help teachers reflect on best practices and continue to grow professionally.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<p>A Hands on Introduction to Forensic Science 2014</p> <p>NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (pilot)</p> <p>Biotechnology: Science for the New Millenium, Daugherty</p> <p>AP Biology- AP Biology In Focus- Prentice Hall 2004 AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991 AP Physics 1 and 2- Physics AP- Wiley 2012 AP Environmental Science- Living In The Environment- Cengage 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Government Alive! Power, Politics and You” TCI 2014 Economics – “Econ Alive! The Power to Choose” TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Science labs are adequately equipped The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

With the support of the district, the Silver Creek High School makes every effort to ensure that all facilities are clean, safe, and functional. These priorities are reviewed in meetings with various parent groups, including but not limited to the PTSA, African American Parents Group, Latino Parents Group, Vietnamese Parent Group, and School Site Council. The school site works hard to ensure all current facilities are functional with supplies fi daily or when needed. The administrative team along with all the custodial staff strive to ensure that all facilities are cleaned and serviced daily or when needed. With what money is left from Measure E, and the addition of Measure I, Silver Creek High School is eagerly waiting for several big projects to further enhance our school. These facilities include: Additional restrooms and concessions stands surrounding the Football Field, a modern physical education building, and landscaping for key areas on campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Found HVAC in IDF room not working properly. HVAC Team dispatched to evaluate.
Interior: Interior Surfaces	Good	Noted several ceiling tiles with stains / damage, site to replace.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Found leaking water heater, plumber replaced.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	76	75	59	59	50	50
Math	56	54	38	39	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.2	29.3	42.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

As with all schools within the East Side Union High School District, Silver Creek has an annually updated comprehensive safety plan, that includes processes and procedures of campus safety, as well as rules and guidelines for times of emergency. Every year the Safety Plan is reassessed, modified, updated, and presented to 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 8/31/18 and the Safety Goals Assessment meeting was held on 10/25/18. 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	566	511	90.28	75.10
Male	297	269	90.57	70.90
Female	269	242	89.96	79.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	275	260	94.55	86.87
Filipino	45	41	91.11	78.05
Hispanic or Latino	201	171	85.07	57.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	19	86.36	84.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	268	231	86.19	70.43
English Learners	99	81	81.82	35.00
Students with Disabilities	31	24	77.42	8.70
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2019-20)

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	566	499	88.16	53.71
Male	297	261	87.88	52.49
Female	269	238	88.48	55.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	275	255	92.73	73.73
Filipino	45	38	84.44	47.37
Hispanic or Latino	201	168	83.58	24.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	20	90.91	70.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	268	224	83.58	52.68
English Learners	99	76	76.77	26.32
Students with Disabilities	31	21	67.74	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	2.5	1.5
Expulsions Rate	0.2	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.6	3.4
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	487.0

* 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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	2.6

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	13	83	3	27	14	85		26	20	78	2
Mathematics	23	12	12	4	28	12	61	11	27	15	62	7
Science	30	6	45	25	29	12	51	17	29	8	65	6
Social Science	28	14	59	9	28	12	52	19	27	15	63	4

* 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	3%	5%

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

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

Rate for Silver Creek High School	2015-16	2016-17	2017-18
Dropout Rate	7.7	6	5.5
Graduation Rate	89.2	91.3	91.3

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,642	\$1,027	\$6,614	\$93,053
District	N/A	N/A	\$7,444	\$90,756
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.8	2.5
School Site/ State	-0.2	9.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Rate for East Side Union High School	2015-16	2016-17	2017-18
Dropout Rate	10	20.5	17.8
Graduation Rate	85	71.5	75.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	225
% 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	68%

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	98.65
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	58.25

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. 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 with work with professionals in the industry.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	12	N/A
Social Science	10	N/A
All courses	39	28

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

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