Silver Creek High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 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.

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.

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.

2022-23 School Contact Information

School Name	Silver Creek High School
Street	3434 Silver Creek Road
City, State, Zip	San Jose, CA 95121
Phone Number	408.347.5600
Principal	Kelly Daugherty
Email Address	daughertyk@esuhsd.org
School Website	https://silvercreekhigh.esuhsd.org
County-District-School (CDS) Code	43694274337903

2022-23 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website Address	www.esuhsd.org

2022-23 School Overview

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 many unique classes not offered at most other high schools, such as Forensic Science and Japanese.

With the support of our community, we have also modernized our campus to benefit our students and community. We have a state-of-the-art theater and performing arts building, bringing the focus of students' activities back to the center of campus. We have modernized our aquatic facilities by building 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. We have renovated the visual arts building and ten classrooms. We are currently under construction with a new building with ten classrooms and space to host collaborative events. The goal is to remove all portables on the campus.

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 and their strengths and areas of growth are known and supported. Adults will respond positively to the

2022-23 School Overview

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	577
Grade 10	630
Grade 11	579
Grade 12	636
Total Enrollment	2,422

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.4
Asian	49.7
Black or African American	1.8
Filipino	8.3
Hispanic or Latino	32.0
Native Hawaiian or Pacific Islander	0.9
Two or More Races	2.5
White	4.4
English Learners	14.4
Foster Youth	0.3
Homeless	0.7
Migrant	0.3
Socioeconomically Disadvantaged	38.6
Students with Disabilities	8.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	93.20	93.74	854.6	89.1%	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.00	16.8	1.7%	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.20	22.7	2.4%	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	0.51	17.8	1.9%	12115.80	4.41
Unknown	4.50	4.53	0	0.0%	18854.30	6.86
Total Teaching Positions	99.50	100.00	959.6	100.0%	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption?	Lacking Own Assigned Copy
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – MyPerspectives: American Literature//Pearson ERWC -- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	Yes	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 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 provided by CSU	Yes	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Forensic Science - 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 & 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 - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook Marine Biology - Marine Science - AMSCO 2004 Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002	Yes	0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006	Yes	0%

	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 - "AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science labs are adequately equipped	Yes	0%0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	Oct. 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Large number of ceiling panels needing replacement after leaks repaired from previous storm. Other minor items. Will coordinate with site
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			A few outlet covers need replacement. Tickets to be created.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A couple leaky shower heads in boys and girls locker rooms, issuing tickets. N bld bathroom work to be completed by Bonds.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials				X	Common use of extension cords and strips for permanent power. Couple instances of storage too close to ceiling. Site to address.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X				Couple doors need minor repair

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	69	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	46	N/A	34	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	575	533	92.70	7.30	68.98
Female	314	292	92.99	7.01	74.66
Male	261	241	92.34	7.66	62.08
American Indian or Alaska Native	--	--	--	--	--
Asian	290	278	95.86	4.14	83.09
Black or African American	--	--	--	--	--
Filipino	51	51	100.00	0.00	76.47
Hispanic or Latino	179	156	87.15	12.85	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	13	81.25	18.75	69.23
White	26	26	100.00	0.00	88.46
English Learners	69	59	85.51	14.49	22.41
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	182	158	86.81	13.19	57.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	42	85.71	14.29	9.52

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	575	538	93.57	6.43	45.81
Female	314	293	93.31	6.69	45.39
Male	261	245	93.87	6.13	46.31
American Indian or Alaska Native	--	--	--	--	--
Asian	290	280	96.55	3.45	66.43
Black or African American	--	--	--	--	--
Filipino	51	51	100.00	0.00	39.22
Hispanic or Latino	179	159	88.83	11.17	14.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	28.57
White	26	25	96.15	3.85	44.00
English Learners	69	61	88.41	11.59	13.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	182	160	87.91	12.09	35.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	43	87.76	12.24	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	40.51	NT	37.64*	28.5	29.47

*District Data includes ESUHSD Charter Schools

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1187	1054	88.8	11.2	40.51
Female	623	541	86.84	13.16	41.22
Male	564	513	90.96	9.04	39.77
American Indian or Alaska Native	--	--	--	--	--
Asian	604	561	92.88	7.12	54.55
Black or African American	23	17	73.91	26.09	17.65
Filipino	101	94	93.07	6.93	38.3
Hispanic or Latino	365	299	81.92	18.08	15.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	18	85.71	14.29	38.89
White	59	54	91.53	8.47	48.15
English Learners	121	103	85.12	14.88	5.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	390	327	83.85	16.15	29.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	90	77	85.56	14.44	1.3

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	345
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	86.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.22
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	60.10

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	96%	96%	96%	96%	96%

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 regarding the school district and at each school site.

2022-23 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, 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. The principal also hosts a Zoom Coffee Talk once a month. Families have the opportunity to hear what is happening at school.

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.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.4	3		7.1	5.6		8.9	7.8
Graduation Rate		95	95.4		83.8	90.0		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	625	596	95.4
Female	316	303	95.9
Male	309	293	94.8
American Indian or Alaska Native	--	--	--
Asian	318	308	96.9
Black or African American	15	15	100.0
Filipino	52	51	98.1
Hispanic or Latino	193	176	91.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	33	32	97.0
English Learners	100	92	92.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	346	322	93.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	55	47	85.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2499	2472	370	15.0
Female	1247	1230	184	15.0
Male	1251	1241	186	15.0
American Indian or Alaska Native	10	10	3	30.0
Asian	1216	1211	81	6.7
Black or African American	47	47	12	25.5
Filipino	205	204	14	6.9
Hispanic or Latino	833	813	216	26.6
Native Hawaiian or Pacific Islander	21	21	11	52.4
Two or More Races	58	57	4	7.0
White	109	109	29	26.6
English Learners	372	362	64	17.7
Foster Youth	8	7	2	28.6
Homeless	30	30	15	50.0
Socioeconomically Disadvantaged	1081	1065	228	21.4
Students Receiving Migrant Education Services	9	9	0	0.0
Students with Disabilities	235	230	89	38.7

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.10	3.0	2.45
Expulsions	0.00	0.0	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.32	0.0	3.6	0.20	3.17
Expulsions	0.00	0.32	0.00	0.1	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.32	0.32
Female	1.28	0.08
Male	3.36	0.56
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.38	0.00
Filipino	0.98	0.00
Hispanic or Latino	4.80	0.48
Native Hawaiian or Pacific Islander	38.10	9.52
Two or More Races	1.72	1.72
White	2.75	0.92
English Learners	2.96	0.27
Foster Youth	0.00	0.00
Homeless	20.00	0.00
Socioeconomically Disadvantaged	3.24	0.56
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.51	1.28

2022-23 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 final approval. A safety goals assessment was submitted to SSC in March 2022. The plan is utilized in our evacuation, 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	17	73	4
Mathematics	30	10	26	40
Science	29	7	48	21
Social Science	29	9	53	13

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	13	76	8
Mathematics	29	10	44	25
Science	30	6	45	24
Social Science	29	10	35	32

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	81	
Mathematics	28	12	57	10
Science	29	7	59	8
Social Science	28	15	56	14

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	403.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,304	$2,129	$7,175	$103,148
District	N/A	N/A	$7,916	$100,753
Percent Difference - School Site and District	N/A	N/A	-9.8	2.3
State	N/A	N/A	$6,594	$94,126
Percent Difference - School Site and State	N/A	N/A	8.4	9.1

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,991	$55,947
Mid-Range Teacher Salary	$97,975	$90,080
Highest Teacher Salary	$125,613	$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$146,364
Average Principal Salary (High)	$158,501	$164,633
Superintendent Salary	$292,671	$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	3%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	33

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	6
Fine and Performing Arts	4
Foreign Language	6
Mathematics	10
Science	10
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

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. We also offer monthly professional development after school for our teachers who have been teaching for five years or less.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	38	34	34