School Accountability Report Card
School Year 2000-2001

School Information		District Information	
School Name	Silver Creek High	**District Name**	East Side Union High
Principal	Ana Lomas	**Superintendent**	Joe Coto
Street	3434 Silver Creek Road	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95121-1845	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408.347.5600	**Phone Number**	408.347.5000
FAX Number	408.347.5615	**FAX Number**	408.347.5045
Web Site	http://scnet.esuhsd.org	**Web Site**	http://www.esuhsd.org
Email Address	lomasa@esuhsd.org	**Email Address**	guerinl@esuhsd.org
Enrollment	2612	**SARC Contact**	Lorraine Guerin
Grades Served	9 - 12	**CDS Code**	43-69427-4337903

School Description, Mission Statement and Expected Schoolwide Learning Results

School Description

Located in the Evergreen Valley area of San Jose, Silver Creek's staff and parents have high academic expectations of the students. Silver Creek's goal is to assist every student in achieving his/her maximum potential. Every student is exposed to a rigorous curriculum and graduates are prepared for college and/or the work place. Last year Silver Creek was honored with a California Distinguished School award.

Mission Statement

In partnership with family and community, Silver Creek's Mission is to provide our students with equal access to a quality education in a safe and caring environment, empowering students to become critical thinkers and lifelong learners, interacting cooperatively as socially responsible citizens in a multicultural and technological world.

Expected Schoolwide Learning Results

LIFELONG LEARNERS, WHO...
- Develop and regularly evaluate their educational/career options, opportunities and goals
- Critically evaluate and take responsibility for their own learning
- Demonstrate employability skills
- Access community and school resources to pursue physical, social and emotional well being

EFFECTIVE COMMUNICATORS, WHO...
- Present information orally, visually and in writing
- Articulate ideas supported by research where applicable
- Ask and answer questions clearly
- Develop good listening skills

TECHNOLOGICALLY LITERATE LEARNERS, WHO...
- Demonstrate the ability to use essential computer applications
- Use technology to access information and solve problems

SOCIALLY RESPONSIBLE MEMBERS OF THEIR COMMUNITY, WHO...
- Participate in school activities and community service opportunities
- Cooperate with others in a culturally diverse environment
- Demonstrate courtesy, self discipline, respect and leadership
- Make decisions based on sound judgement and ethical standards
- Demonstrate respect for the environment

CRITICAL THINKERS AND READERS, WHO...
- Identify and solve problems individually and in a group
- Analyze and evaluate information from a variety of sources and perspectives
- Demonstrate abstract thinking skills

Opportunities for Parental Involvement

Contact Person Name	Ana Lomas	Contact Person Phone Number	408.347.5610

Silver Creek has a very active PTSA (Parent-Teacher-Student Association). They are involved with numerous student and staff activities and are constantly looking for more parents. The school believes that parents play a critical role in the education process and encourages parent involvement.

I. Demographic Information

Student Enrollment
The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	120	4.6	Hispanic or Latino	767	29.4
American Indian or Alaska Native	10	0.4	Pacific Islander	25	1.0
Asian-American	1003	38.4	White (Not Hispanic)	290	11.1
Filipino-American	397	15.2	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September 2001	Date Last Reviewed with Staff	March 2002

The Silver Creek Safety Committee has developed a School Safety Plan and helps to monitor its implementation. This plan addresses all aspects of safety from violence prevention to earthquake preparedness. A safe and healthy campus environment has been a priority for many years and the focus remains on the physical and mental well-being of students and staff. Students are orderly and well-behaved and constantly receive praise for exhibiting mature demeanor and conduct.

The Silver Creek Safety Plan was reviewed and changes made by the school safety team. It was reviewed with staff during staff meetings in October and March. Staff agreed to review safety procedures with students.

School Programs and Practices that Promote a Positive Learning Environment

Silver Creek has a written discipline plan that was developed by staff and parents in accordance with district policy. The plan is mailed to parents at the beginning of each school year. Special programs have been developed by the school to encourage appropriate student behavior. Behavior Modification Class which is held on Saturdays is designed to retain students in the system, yet correct misbehavior and truancy. In surveys collected from students, parents and staff members Silver Creek has consistently been rated one of the safest campuses in the District and many students from other schools are interested in enrolling at Silver Creek because of our outstanding academic and extra-curricular programs.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	215	230	217	2862	2549	2101
Suspensions (rate)	8%	9%	8%	11%	10%	9%
Expulsions (number)	5	10	1	22	74	31
Expulsions (rate)	0.2%	0.4%	0.0%	0.1%	0.3%	0.1%

School Facilities

Silver Creek opened its doors in 1969 with a capacity for about 1,800 students and there are currently more than 2,600 students. The ten new portables installed for the renovation of the H building will remain in order to accommodate the excess enrollment. The exterior of the entire campus has been repainted and new landscaping has been added.

An all-weather track was added during the year and the 10th annual Hampton Philips Track Meet was held on campus for the first time. Also, the Class of 2000 became the first class in the school's history to graduate on our campus.

The Maintenance and Gardening staff do an outstanding job of keeping the classrooms and campus clean and the staff and students work cooperatively to provide a spirit of goodwill at Silver Creek.

III. Academic Data

Standardized Testing and Reporting (STAR)
Through the Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

California Standards Tests (CST)
The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts (ELA) (More than 10 Students Per Grade Level with Test Results)
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	---	---	32	---	---	27	---	---	28
10	---	---	33	---	---	27	---	---	31
11	---	---	28	---	---	24	---	---	29

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)
Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	28	36	5	36	23	34	0
10	29	38	5	40	21	36	0
11	25	30	2	33	14	30	0

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	39	37	35	32	30	32	34	35	35
10	33	31	31	30	26	28	33	34	34
11	27	30	29	29	29	29	35	36	37

Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	60	64	64	54	57	56	48	51	51
10	58	52	58	55	46	47	44	46	45
11	57	53	58	52	48	47	45	47	46

Stanford 9 Subgroups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	35	34	6	40	28	36	
10	26	35	4	37	20	33	
11	26	33	3	35	14	33	

Stanford 9 Subgroups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	65	62	35	70	67	63	
10	55	61	39	63	57	59	
11	54	63	42	62	67	57	

Stanford 9 Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Racial/Ethnic Groups - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	13		44	39	22		47	
10	21		38	39	14		38	
11	21		32	24	18		63	

Stanford 9 Racial/Ethnic Groups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	40		86	79	40		63	
10	35		74	62	35		57	
11	25		75	53	32		72	

Local Assessment

All incoming 9th graders are given reading and language tests in the fall and spring using the Northwest Evaluation Level Assessment. The average scores of all students for fall and spring are listed below.

Reading		
Fall	**Spring**	**Growth**
221	225	4

Language		
Fall	**Spring**	**Growth**
222	225	3

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**
9				18.2	14.7	22.8	23.0	20.6	25.4

SAT I

The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	1999	**2000**	**2001**	**1999**	**2000**	**2001**	**1999**	**2000**	**2001**
Grade 12 Enrollment	588	539	592	5,199	5,632	5,693	334,852	347,813	357,789
Percentage of Grade 12 Enrollment Taking Test	40.80	38.59	48.31	38.50	37.73	39.91	36.50	36.45	36.63
Average Verbal Score	457	456	448	459	459	462	492	492	492
Average Math Score	489	510	491	494	502	500	513	517	516

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at http://api.cde.ca.gov/ or by speaking with the school principal

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	94	95	96	Percentage Tested	95	96	---
Base API Score	625	647	651	Growth API Score	630	647	658
Growth Target	9	8	7	Actual Growth	5	0	---
Statewide Rank	6	6	6	Eligible for Awards	No	No	---
Similar Schools Rank	4	3	4	Eligible for II/USP		No	---

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Asian-American				**Asian-American**			
Base API Score	651	689	709	**Growth API Score**	667	708	715
Growth Target	7	6	6	**Actual Growth**	16	19	---
Filipino-American				**Filipino-American**			
Base API Score	663	666	684	**Growth API Score**	633	680	690
Growth Target	7	6	6	**Actual Growth**	-30	14	---
Hispanic or Latino				**Hispanic or Latino**			
Base API Score	533	555	546	**Growth API Score**	539	535	552
Growth Target	7	6	6	**Actual Growth**	6	-20	---
White (Not Hispanic)				**White (Not Hispanic)**			
Base API Score	708	710	709	**Growth API Score**	721	708	715
Growth Target	7	6	6	**Actual Growth**	13	-2	---

Because of the small number of students at this school in the following ethnic groups: African-American, American-Indian or Alaska Native and Pacific Islander data is not reported.

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score	553	584	591	**Growth API Score**	570	581	597
Growth Target	7	6	6	**Actual Growth**	17	-3	---

IV. School Completion (Secondary Schools)

Dropout Rate and Graduation Rate
Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1998	**1999**	**2000**	**1998**	**1999**	**2000**	**1998**	**1999**	**2000**
Enrollment (9-12)	2,452	2,545	2,648	23,802	24,259	24,577	1,610,501	1,659,030	1,703,492
Number of Dropouts	148	156	69	1,375	1,098	840	47,306	46,470	47,282
Dropout Rate	6.0	6.1	2.6	5.8	4.5	3.4	2.9	2.8	2.8

V. Class Size

Average Class Size and Class Size Distribution

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district.

The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World History, Sheltered Keyboarding and various ELD courses.

Instructional Aides are provided through Special Education funds for all Special Education classes.

The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Subject	1999				2000				2001			
	Avg	**1-22**	**23-32**	**33+**	**Avg**	**1-22**	**23-32**	**33+**	**Avg**	**1-22**	**23-32**	**33+**
English	27.1	20	72	7	25.1	44	50	8	24.5	48	56	3
Mathematics	27.1	15	52	17	28.0	13	51	17	26.1	31	41	13
Science	27.4	15	48	16	26.7	30	41	20	28.1	5	55	18
Social Science	29.4	2	48	15	31.8	8	40	19	30.9	1	53	16

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	1999	2000	2001
Total Number of Teachers	115	115	119
Full Credential (fully credentialed and teaching in subject area)	98	90	94
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	22	30	26
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	2	3

Teacher Evaluations

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators. The principal and associate principals are required to provide formal written evaluations for permanent teachers every other year. Temporary and probationary teachers are evaluated annually.

The principal also evaluates the performance of the associate principals. The principal, in turn, is evaluated by the superintendent.

Teachers participate in staff development programs offered by the district and Silver Creek High School. In addition, many take advantage of local college and university classes and workshops offered by the Santa Clara County Office of Education.

Mentor teachers and subject area coordinators support teacher improvement and curriculum development, and Silver Creek now has a Cluster Lead (along with Overfelt and Santa Teresa) who will help reach our school goals.

Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	**3.60**
Librarian	**1.00**
Psychologist	**1.00**
Social Worker*	**1.00**
Nurse**	**0.00**
Speech/Language/Hearing Specialist	**0.00**
Resource Specialist (non-teaching)	**0.00**
Other	**4.00**

*Located in Healthy Start Center, provided by County.

**Two school nurses serve the entire District.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
3.60	**725.56**

VII. Curriculum and Instruction

School Instruction and Leadership

Silver Creek focuses on preparing students to be successful in high school, to achieve the best possible intellectual and personal development, and above all to graduate with skills that enable them to achieve success beyond the high school years.
The majority of students are truly interested in obtaining a good education and feel that Silver Creek is preparing them for the world of work and/or further education beyond high school.
The School provides a challenging and comprehensive academic curriculum, a variety of tutorial programs, career education, individualized and group counseling, and a variety of support systems for all students.
The school leaders and student representatives actively shape and promote the culture of the school focusing energies so that the school's purpose is to guide the everyday behavior of students and staff in the classroom.

The classroom experience at Silver Creek High School is considered to be the single most important facet of the students' education. The expectations for students are high. Students are encouraged to strive to meet the school academic standards in order to be eligible for graduation and for participation in extra curricular activities.

School leaders encourage students to strive for excellence in preparing for post-secondary education as well as participating in a variety of contests and activities that take place at school. The latter would include organizations such as CSF, NHF, MESA, University/College Opportunity Program, Upward Bound, VICA, Interact, Speech and a number of other academic clubs on campus.

Student absenteeism, academic progress and the dropout rate are continually being evaluated and a variety of strategies are utilized in order to make improvements in these areas. The number of students in advanced placement courses, honors courses and advanced courses have increased dramatically at Silver Creek High School. The image of Silver Creek High School is one of a safe and orderly educational institution which has a good reputation in its attendance area and the city.

Silver Creek High School emphasizes academic achievement and extra curricular activities. Student clubs have grown to fifty organizations this year. A number of noontime student activities have been developed in order to involve the student body as a whole in the student activity process.

Faculty members function in a professional climate of innovation and experimentation in order to pursue the school's mission and purpose with visible accomplishments through our academic and co-curricular activities. A variety of programs have been developed to help the at-risk, average and above average students.

Both the East Side Academy program and the Math lab at Silver Creek High School were awarded the Golden Bell Award from the California School Boards Association (CSBA) for outstanding curriculum programming. The CSBA Golden Bell Award symbolizes excellence in education by recognizing creative innovative curriculum programs throughout the state.

Professional Development

Silver Creek's staff development for the 2000-2001 school year consisted of three voluntary inservice days, two before school started and one in January, along with a number of short Wednesdays. The short Wednesdays were bought with the creation of a seven period day, which allowed the school to count all seven periods for purposes of counting minutes. The short Wednesdays, based upon the results of a staff survey were divided into four categories: technology, literacy, standards and department issues. In addition to these issues other areas that were covered included safety, code red. Sexual harassment and special education.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between $55.00 to $60.00. Students who take five or six required courses may have as many as 6 texts worth a total value of $330.00 or more.

Textbook losses continue to be a serious district problem that students, parents and teachers must address every year.

The District is making a concerted effort to purchase textbooks that are aligned with the state curriculum and framework guidelines.

Silver Creek is now part of the state's Digital High School program and in addition to seven full computer labs every classroom has at least three computers that are wired to the Internet. Students in every academic discipline, including Special Education and English Language Learners, have access to this technology on a regular basis. In addition computer labs are available for tutoring after school and on Saturdays as well for SAT preparation, term papers, and career and college exploration.

Instructional Minutes (School Year 2000-2001)

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes Offered	State Requirement
9 - 12	67,200	64,800

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Classes	Enrollment
Fine and Performing Arts	1	21
Computer Science	1	17
English	1	33
Foreign Language	2	50
Mathematics	4	106
Science	3	74
Social Science	10	296

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
15025	10577	70.4

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
459	249	54.25

College Admission Test Preparation Course Program

Two college evening nights were held. One on financial forms and one regarding college entrance requirements.

Test preparation for the SAT was done by Princeton Review and was made available to all students. Two sessions per week were offered in preparation as well as pre testing opportunities. About 65 students attended the preparation sessions.

Individual teachers offer Advanced Placement practice sessions to their students after school, on Saturdays, and during vacation days in preparation for the tests.

Degree to Which Students are Prepared to Enter Workforce

Silver Creek offers several programs aimed at preparing students for careers in the fields of legal studies, finance, accounting, computer science, information systems, Pacific Rim International occupations, marketing, telecommunications, electronics and the military. The programs emphasize interdisciplinary career paths, bridges to college, student support and tutoring, internship opportunities and career exploration. Students graduate ready for college and/or work.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)
Average Salary uses the statewide data category used for comparison by type and size of district (only data available from the State at this time is 1999-2000 Salary data).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$35,000	$32,642
Mid-Range Teacher Salary	$55,387	$52,535
Highest Teacher Salary	$68,349	$63,470
Average Principal Salary	$86,580	$91,297
Superintendent Salary	$140,019	$125,774
Percentage of Budget for Teacher Salaries	41.5	39.1
Percentage of Budget for Administrative Salaries	4.5	5.0

Expenditures (Fiscal Year 1999-2000)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
$150,357,626	$6,204	$5,843	$5,705

Types of Services Funded

In 2000-2001, the East Side Union High School District received $189 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended $8,069 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

Silver Creek received additional funds to provide assistance to students with special needs. The following special programs are offered at the school:
- Adaptive Physical Education
- East Side Electronics Academy
- Education Assistance
- Emergency Immigrant
- Evergreen Valley College Courses
- Gifted and Talented Education

- Institute of Management and
- Technology
- Learning Handicapped
- Limited English Proficient
- Multi-Service Team
- School Improvement Program
- Speech Therapy
- Student Assistance Program
- Vocational Education
- Migrant Education Program