



Silver Creek High School

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

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

East Side Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at 408.347.5600.

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 2,300 students that equal access to a quality education in a safe, healthy, challenging and caring environment. The fact that we serves a culturally, academically and economically diverse community, is what makes Silver Creek such a unique and stellar high school.

To address the diversified needs of our student body, we offer numerous Advanced Placement and advanced courses to meet the needs of our students seeking a greater challenge, as well as support classes for the students that require additional academic assistance. We also have a large selection of specialty classes not offered at most other high schools, such as Forensic Science, Japanese and Law & Society.

With the support of our community we have also modernized our campus, for the benefit of our students and community. This year we opened a state of the art theatre/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.

The ultimate goal is that with the support of all our stakeholders, every single one of our students are empowered to become an Academic Achiever, a Critical Thinker and an Effective Communicator who interacts cooperatively as a socially responsible citizen in a multicultural and technical world. By exposing each student to a rigorous curriculum in a supportive academic setting, our graduates are ultimately prepared for college, the work place and beyond.

Opportunities for Parental Involvement

One of the greatest strengths of Silver Creek is the outstanding support and involvement of parents. Silver Creek parents serve as elected members of the School Site Council (SSC) and the English Language Advisory Council (ELAC). Both council meetings are open to all parents and the public.

In addition to serving on the SSC and ELAC, many parents are also involved in our Athletic Booster club, School Beautification Group, Latino Parent Coalition, Black Parent Coalition and the Silver Creek PTSA. The All-Sports Booster Club supports athletics by selling concessions at football games and other fundraisers.

Silver Creek strongly encourages parent and community involvement and frequently informs families about school issues as well as community services and resources. Information concerning attendance, school calendars, and testing dates are regularly mailed home to parents. Information regarding school events, updates from other parent organizations, as well as college and community information is posted regularly on Silver Creek's website and sent home via School Loop. The school website also provides access to a wealth of information concerning school activities and programs. Teachers can post homework assignments, grades and attendance via School Loop, allowing parents and students greater access to information.

To support our parents, Silver Creek host a variety of parent information nights, such as Financial Aid night, Freshman Parent Orientation and meet and great with the administration and teaching staff.

To obtain more information or to participate in any of these programs please call Ms. Christina Trujillo, at 408-347-5611.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	601
Gr. 10	582
Gr. 11	592
Gr. 12	592
Total	2,367

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.3
Asian	42.7
Filipino	13.4
Hispanic or Latino	33.5
Native Hawaiian/Pacific Islander	0.6
White	4.5
Two or More Races	1.3
Socioeconomically Disadvantaged	42.3
English Learners	39.0
Students with Disabilities	6.6

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	29.5	29.5	24	13	12	20	32	30	30	49	48	47
Math	29.2	31.8	30	17	8	16	15	14	14	48	50	49
Science	33.8	32.3	31	2	4	6	5	8	13	55	50	49
SS	31.5	30.5	32	6	8	7	11	13	6	44	43	59

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	9.91	14.37	4.65
Expulsions Rate	0	0	0.25
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

As with all schools within the East Side Union High School District, Silver Creek has an annually updated comprehensive safety plan, that includes processes and procedures of campus safety, as well as rules and guidelines for times of emergency. Every year the Safety Plan is reassessed, modified, updated, and presented to School Site Council which consist of parents, students, teachers, and administrators. The School Safety Goals are also presented to the same committee, approved and passed on to the School Board of Trustees for the final approval. The plan is utilized in our evacuation, lockdown, fire, and earthquake drills every year. The Associate Principal (APA), Advisors, Safety Team, and Campus Monitor meet quarterly, and some members monthly to assess and review any protocols that need updating.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2013

With the support of the district, the Silver Creek High School makes every effort to ensure that all facilities are clean, safe, and functional. In meeting with various parent groups, including but not limited to the PTSA, African American Parents Group, Latino Parents Group, Athletic Boosters, and School Site Council, the school site works hard to ensure all current facilities are functional with supplies filled daily or when needed. With the number of students at Silver Creek High School hovering around 2,350 students, and with the addition of the new Multipurpose Building, an additional Custodial staff will be joining the Raider family by 2014. 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: Stadium Lighting for the Football Field, additional restrooms, concessions stands, and team room surrounding the Football Field, new fencing for the school, a super swimming pool, and landscaping for key areas on campus.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Bldg. "A" Attendance: AC unit does not always work. Action/plan, site to place work order and M&O will schedule the repair. N-7 and Kitchen: AC not working. Action/plan, site to place work order and M&O will schedule the repair.
Interior: Interior Surfaces	[]	[]	[X]	Bldg "A" Library: Ceiling tiles old, stained and cracked, blinds are bent. Action/plan-Site to submit work order and M&O to schedule the work. Bldg "A" Book room: Hole in ceiling. Action/plan-Site to submit work order and M&O to schedule the work. Attendance Office: 1 missing defuser, stained ceiling tiles. Action/plan-Site to submit work order and M&O to schedule the work. Rooms B1, B2, B3, B4, B5, B7, C1, C2, C4, C5, C6, C7, D1, D2, D3, D7, D9, D10, D11, D12, D13, E2, E4 (wall paper torn), E6, E7 & E9 (wall paper torn), E11, E13, E14, H3, H4, H5, H7, H8, H10 (torn wall paper), H Bldg Hallway, I1, I3, I4, J1, J2, J3, K2, K3, K Bldg restroom, L2, L3, L4, L10, L11, L12, L13, L14, L15, Weight room, M1, Small Gym, Large Gym, Boy's & Girl's locker room, Kitchen, Admin Office, Repro, College Career Center, Press Box, T1, T3, T4, T6, T7, T8, T9, T11, U3, U6, U11, V1, V2, N4, N5, N7, N9, N10, N11, & N12: Ceiling tile and wall paper issues. Action/plan-Site to submit work order and M&O to schedule the work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Admin Bldg: too many books on the floor. Action plan-site custodial to clean up. B5, C3, E7, E12, H2, H4, H Bldg Hallway, J2, L14, Press Box, N10 : issue noted but no comment reported. Action/plan-Site to submit work order and M&O to schedule the work. D8, H10, K1, L5, T3, T7, T9, T11, U2, U3, U14.: messy. Bldg P/Q: shower tiles moldy. Action plan-site custodial to clean up. H2: Dirty sinks & desk full of paper. Action plan-site custodial to clean up.

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	[X]	[]	[]	"A" Bldg Library , H8, L3, Admin Office: issue noted but no comment reported. Action/plan-Site to submit work order and M&O to schedule the work. "A" Bldg Attendance: timer for lights not working. Action/plan-Site to submit work order and M&O to schedule the work. B4, C1, C2, C3, C4, D9, D10, E4, E5, E6, E8, E10, E11, E14, H2, H3, H5, H6, H10, H Bldg Hallway, I2, L2, L11, L14, L15, Pressbox (outside lights), U5: light bulbs out. Action/plan-Site custodial to change bulbs. Room E-1 & E12: light switch broken. Action/plan-Site to submit work order and M&O to schedule the work. T-2: Humming sounds in electrical room. Action/plan, site to place work order and M&O will schedule the repair. Kitchen: Walk-in refrigerator not working. Action/plan, site to place work order and M&O will schedule the repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	D13: Restroom is out of order. Action/plan-Site to submit work order and M&O to schedule the work. Water has been turned back on after the construction of adjacent restroom.
Safety: Fire Safety, Hazardous Materials	[]	[]	[X]	D8, E5, H2, L5 : Blocked fire extinguisher. Action/plan-Site to move debris. H8 , H9, H10: extinguisher glass broken or missing. Action/plan-Site to submit work order and M&O to schedule the work. Weight Room, Small Gym, Large Gym (missing fire hose), Gym Lobby, College Career Center, Pressbox, V1, V2, N4, : no fire extinguishers. Action/plan-Site to submit work order and M&O to schedule the work.
Structural: Structural Damage, Roofs	[X]	[]	[]	Small Gym & L6: Holes in walls, dents in the white board (L6): Action/plan-Site to submit work order and M&O to schedule the work. Pressbox: walls have water damage. Action/plan-Site to submit work order and M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	I1, I2, K1, M1, : damaged front doors: Action/plan-Site to submit work order and M&O to schedule the work. T1, T2, T4, V1, V2: scratched windows. Action/plan, site to place work order and M&O will schedule the repair. Bldg P: missing locker panels; Large Gym: Three bleachers have front panels missing. Action/plan, site to place work order and M&O will schedule the repair.
Overall Rating	Exemplary []	Good []	Fair []	Poor [X]

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	100	87.2	92
Without Full Credential	2	2	.2
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	◆	◆	978
Without Full Credential	◆	◆	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	2	1	2
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Staff members build teaching skills throughout the year by participating in conferences and workshops and professional site based development. For Silver Creek High School we offer teachers the opportunity during minimum days to interact with colleagues during departmental meetings and participate in our onsite professional development. Our focus for Professional Development has been on Common Core Standards and Smarter Balance Assessments. The District Office has annually offered staff development time where teachers are offered broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. For additional support in the profession, teachers may enlist the services of the District's Beginning Teacher Support and Assistance (BTSA) facilitator.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.1	2.0
Districtwide		
All Schools	96.1	4.0
High-Poverty Schools	94.6	5.4
Low-Poverty Schools	97.4	2.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

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

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,184	\$1,109	\$5,075	\$78,274
District	♦	♦	\$5,727	\$77,737
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			-11.4	-1.1
Percent Difference: School Site/ State			-11.9	8.2

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$119,946
Average Principal Salary (HS)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

SCHS Categorical funds are used to supplement the services that our students are receiving, especially our neediest students. One group that we identified as needing additional resources is our English Language Learner population. Therefore, we have funded a teacher on special assignment to serve as an English Learner Support Coach, to support the teachers assigned to the sheltered classes and also case-manage the ELL students. Another area of focus is to help move all the students and teacher further along in the preparation for the Common Core. 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. 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.

This year, SCHS was fortunate enough to receive an ASSETs (After School Safety and Enrichment for Teens Program) Grant sponsored by Goodwill, which will give us \$250,000 a year for the following five years. These funds are being used to have credit recovery programs, homework centers and enrichment programs all within the safe confines of our school campus. This has not only established a safer learning environment for students after school hours, but it has also improved school spirit by increasing participation in extracurricular activities. In addition to this grant, categorical funds are also used to continue the funding of tutoring services for key subjects such as mathematics and science. Another area of focus is the increased support offered for students needing mental health services by funding an additional day that our Multi-Services Team coordinator is on our campus. Ultimately, the overall focus with this additional funding is to provide a safe learning environment, by meeting all the different needs of our diverse student body population.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 English 4 – "The Language of Literature World Literature" McDougal Littell 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I – "Algebra 1" McDougall Littell 2007 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2001
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Conceptual Physical Science/Explorations" and Holt "Physical Science" Addison-Wesley/Holt 1999, 2003, 2008 Biology – "Biology: Web of Life and "Biology" Holt 1998, 99, 04 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall/ 2000, 2002 Physics – "Physics Serway & Faughn" Thomson Brooks/Cole/ 2002
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe 2006 American Government – "Magruder's American Government" Prentice Hall 1997 American Government – "We the People" Center for Civic Education 2002 Economics – "Holt Economics" Holt 2003

Textbooks and Instructional Materials

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	56	56	60	49	50	52	54	56	55
Math	39	38	39	30	29	28	49	50	50
Science	55	57	59	50	52	52	57	60	59
H-SS	47	45	45	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	60	39	59	45
Male	56	39	60	51
Female	65	39	59	39
Black or African American	35	20	32	21
American Indian or Alaska Native				
Asian	71	54	73	58
Filipino	63	38	64	45
Hispanic or Latino	44	20	41	30
Native Hawaiian/Pacific Islander				
White	77	42	68	62
Two or More Races	77	40		50
Socioeconomically Disadvantaged	48	33	47	38
English Learners	11	21	10	9
Students with Disabilities	16	16	11	11
Students Receiving Migrant Education Services	23	9	18	12

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	11.8	34.1	41.9

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	15	-4	10
Black or African American			
American Indian or Alaska Native			
Asian	12	3	6
Filipino	8	20	-16
Hispanic or Latino	21	-17	34
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	8	-10	9
English Learners	54	0	68
Students with Disabilities		-76	52

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	7	7	7
Similar Schools	6	8	5

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	13	
Percent of Schools Currently in Program Improvement	81.3	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	1,635	16,556	4,655,989
	API-G	783	751	790
Black or African American	Students	54	519	296,463
	API-G	624	661	708
American Indian or Alaska Native	Students	3	62	30,394
	API-G		694	743
Asian	Students	707	5,336	406,527
	API-G	859	863	906
Filipino	Students	225	1,445	121,054
	API-G	817	793	867
Hispanic or Latino	Students	537	7,488	2,438,951
	API-G	711	662	744
Native Hawaiian/Pacific Islander	Students	10	105	25,351
	API-G		679	774
White	Students	75	1,278	1,200,127
	API-G	839	791	853
Two or More Races	Students	24	305	125,025
	API-G	792	799	824
Socioeconomically Disadvantaged	Students	734	8,310	2,774,640
	API-G	756	701	743
English Learners	Students	816	8,673	1,482,316
	API-G	783	730	721
Students with Disabilities	Students	104	1,515	527,476
	API-G	464	466	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	490	5,412	418,598
Black or African American	16	198	28,078
American Indian or Alaska Native	3	11	3,123
Asian	234	1765	41,700
Filipino	64	524	12,745
Hispanic or Latino	140	2345	193,516
Native Hawaiian/Pacific Islander	4	43	2,585
White	26	460	127,801
Two or More Races	3	52	6,790
Socioeconomically Disadvantaged	266	2820	217,915
English Learners	118	1714	93,297
Students with Disabilities	26	361	31,683

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	12.60	13.00	7.00
Graduation Rate	90.44	85.12	84.90
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
English-Language Arts	62	62	63
Mathematics	69	72	75
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	6	---
Mathematics	6	---
Science	6	---
Social Science	4	---
All courses	24	6.3

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School	37	20	43	25	34	41
Male	43	19	38	24	32	44
Female	31	22	47	25	36	38
Black or African American	68		32	33	53	13
American Indian or Alaska Native						
Asian	25	17	58	15	26	59
Filipino	25	27	48	19	39	43
Hispanic or Latino	56	23	21	41	40	19
Native Hawaiian/Pacific Islander						
White	20	25	55	5	47	47
Two or More Races						
Socioeconomically Disadvantaged	52	21	27	35	33	32
English Learners	100			68	23	9
Students with Disabilities	91	7	2	75	14	11
Students Receiving Migrant Education Services	82	18		36	55	9

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	411
Percent of pupils completing a CTE program and earning a high school diploma	79%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	66%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	81.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	34.9

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

We offer magnet strands in Forensics 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 three years our students have placed in the top three nationally. Two years ago our student placed second in the national competition and was one of five to meet the President of the United States in the Oval Office. Silver Creek is one of two schools in the district in partnership with San Jose State University in their Hispanic Computer Brigade which is a program geared at exposing underrepresented students to technology with a goal of moving into technical careers. Also, this year we started a Linked Learning Academy, with the focus on getting more students to take AP Computer Science.