

## School Accountability Report Card

### School Year 2001-2002

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	408 347-5651	FAX Number	408 347-5045
Web Site	scweb.esuhdsd.org	Web Site	www.esuhdsd.org
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CDS Code	43-69427-4337903	SARC Contact	Lorraine Guerin

### School Description and Mission Statement

#### School Description

Located in the Evergreen Valley area of San Jose, Silver Creek's staff and parents have high academic expectations of 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.

#### 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, by Grade Level

Grade Level	Enrollment
Grade 9	792
Grade 10	646
Grade 11	687
Grade 12	533
Ungraded Secondary	6

Total	2664
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### Student Enrollment, by Ethnic Group

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	123	4.6	Hispanic or Latino	776	29.1
American Indian or Alaska Native	8	0.3	Pacific Islander	29	1.1
Asian-American	1,066	40.0	White (Not Hispanic)	273	10.2
Filipino-American	389	14.6	Other	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	September 2001	<b>Date Last Discussed with Staff</b>	March 2002
<p>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.</p> <p>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.</p>			

### School Programs and Practices that Promote a Positive Learning Environment

<p>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.</p>
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## Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. 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		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	230	217	164	2549	2101	2109
Suspensions (rate)	9%	8%	6.1%	10%	9%	9%
Expulsions (number)	10	1	4	74	31	31
Expulsions (rate)	.4%	.0%	.1%	.3%	.1%	.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 California 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). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	32	40	---	27	32	---	28	33
10	---	33	39	---	27	30	---	31	33
11	---	28	33	---	24	28	---	29	31

### CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	27	---	---	17	---	---	21
10	---	---	17	---	---	15	---	---	21
11	---	---	16	---	---	13	---	---	18

### CST - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	0	---	---	7	---	---	22
10	---	---	9	---	---	22	---	---	26
11	---	---	27	---	---	18	---	---	25

### CST - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	31	---	---	22	---	---	24
10	---	---	25	---	---	19	---	---	24
11	---	---	26	---	---	23	---	---	31

### CST - Subgroups - English Language Arts

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	34	47	6	47	39	40	
10	35	43	8		32	40	
11	28	37	4		19	36	

### CST - Subgroups - Mathematics

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	23	32	14	30	27	28	
10	19	16	6		16	17	
11	17	16	17		21	16	

### CST - Subgroups - Science

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	32	29	7	35	26	32	

10	26	22	4		20	25	
11	30	21	3		14	29	

### CST - Subgroups - History/Social Science

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	32	29	7	35	26	32	
10	26	22	4		20	25	
11	30	21	3		14	29	

### CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	26		49	49	16	45	65	
10	19		54	30	23		50	
11	25		42	35	14		35	

### CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			42	30	7		44	
10			29	14	4		22	
11			27	9	4		16	

### CST - Racial/Ethnic Groups - Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10			16					
11	21		35	34	20		39	

### CST - Racial/Ethnic Groups - History/Social Science

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9	26		40	35	13	18	40	
10			34	21	11		40	
11	14		32	25	13		33	

### Stanford 9 (SAT 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	37	35	39	30	32	33	35	35	34
10	31	31	34	26	28	31	34	34	34
11	30	29	33	29	29	30	36	37	37



### SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	64	64	63	57	56	60	51	51	52
10	52	58	52	46	47	50	46	45	46
11	53	58	55	48	47	48	47	46	47

### SAT 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	34	44	6	45	43	39	
10	31	38	4	40	23	37	
11	32	34	5	40	23	36	

### SAT 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	61	66	32	70	68	64	
10	52	52	23	57	50	53	
11	56	54	42	58	56	55	

### SAT 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	37		47	43	17	45	63	

10	22		44	30	20		52	
11	11		42	32	20		40	

### SAT 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	46		79	68	39	55	75	
10	34		75	47	29		58	
11	25		74	56	26		54	

### California Fitness Test

Information not available.

### 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. The growth target for a school at or above 800 is to remain at or above 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, equal to 80 percent of the school's target, 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 Web site at [www.cde.ca.gov](http://www.cde.ca.gov)! **Hyperlink reference not valid.** 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	98
API Base Score	625	647	651	API Growth Score	630	647	660
Growth Target	9	8	7	Actual Growth	5	0	9
Statewide Rank	6	6	6				
Similar Schools Rank	4	3	4				

### 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
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
API Base Score	651	689	709	API Growth Score	667	708	732
Growth Target	7	6	6	Actual Growth	16	19	23
Filipino-American				Filipino-American			
API Base Score	663	666	684	API Growth Score	633	680	696

Growth Target	7	6	6	Actual Growth	-30	14	12
Hispanic or Latino				Hispanic or Latino			
API Base Score	533	555	546	API Growth Score	539	535	541
Growth Target	7	6	6	Actual Growth	6	-20	-5
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	708	710	709	API Growth Score	721	708	719
Growth Target	7	6	6	Actual Growth	13	-2	10

#### 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
API Base Score	553	584	591	API Growth Score	570	581	594
Growth Target	7	6	6	Actual Growth	17	-3	3

#### API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

\*\*\*The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	NO	NO	NO	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			

Received II/USP \$	NO	NO	***	
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#### IV. School Completion (Secondary Schools)

##### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.*

##### Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: 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		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	2545	2648	2612	24259	24577	24282	165903 0	170349 2	173557 6
Number of Dropouts	156	69	24	1098	840	601	46470	47282	47899
Dropout Rate	6.1	2.6	0.9	4.5	3.4	2.5	2.8	2.8	2.8

#### V. Class Size

##### 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	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	25.11	44	50	8	24.46	48	56	3	24.03	54	52	7
Mathematics	27.95	13	51	17	26.13	31	41	13	25.06	39	40	11

Science	26.65	30	41	20	28.08	5	55	18	27.10	9	61	13
Social Science	29.65	8	40	17	29.52	1	53	15	27.61	17	36	19

## 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.

	2000	2001	2002
<b>Total Number of Teachers</b>	115	119	120
<b>Full Credential</b> (full credential and teaching in subject area)	90	94	101
<b>Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	30	26	19
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	2	3	1

### 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

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, 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	5
Librarian	1
Psychologist	1
Social Worker	*
Nurse	**
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* Silver Creek has a social worker from the county on the campus to assist students and families in need.

\*\* There are two nurses in the district who serve all schools.

### 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
5	532.80

## 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 2001-2002 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

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported 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	67,230	64,800
10	67,230	64,800
11	67,230	64,800
12	67,230	64,800

## Total Number of Minimum Days

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## 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 include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	1	1	25
Computer Science	1	1	27
English	1	1	28
Foreign Language	2	2	34
Mathematics	2	5	137
Science	2	4	102
Social Science	3	9	283

### 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
12331	8757	71.0

### 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
501	164	32.7

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. 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		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	539	592	533	5632	5693	5590	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	39	48	56	38	40	40	36	37	37
Average Verbal Score	456	448	447	459	462	453	492	492	490
Average Math Score	510	491	503	502	500	494	517	516	516

### 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 2000-2001)** (Note: 2001-02 data was not available at this time.) Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in **Error! Hyperlink reference not valid.** The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38833	35124
Mid-Range Teacher Salary	62560	57212

Highest Teacher Salary	77200	71349
Average Principal Salary (High)	102401	99782
Superintendent Salary	199132	138750
Percentage of Budget for Teacher Salaries	39.01	38.23
Percentage of Budget for Administrative Salaries	5.33	5.12

**Expenditures (Fiscal Year 2000-2001)** (Note: 2001-02 data was not available at this time.)

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)
\$173,933,670	\$7,385	\$6,534	\$6,360

**Types of Services Funded**

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 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