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School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

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Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ta/ac/sa/definitions05.asp

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at http://www.cde.ca.gov/ta/ac/sa/, including a SARC Preparation Guide at http://www.cde.ca.gov/ta/ac/sa/guide.asp and Frequently Asked Questions at http://www.cde.ca.gov/ta/ac/sa/questions.asp.

I. General Information

Contact Information
Information about school and district contacts.

School Information		District Information	
School Name	Silver Creek High	**District Name**	East Side Union High
Principal	Thelma Boac	**Superintendent**	Bob Nunez
Street	3434 Silver Creek Rd.	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95121-1845	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408-347-5610	**Phone Number**	408-347-5010
FAX Number	408-347-5615	**FAX Number**	408-347-5045
Web Site	http://sc.ca.campusgrid.net/home	**Web Site**	www.esuhsd.org
E-mail Address	boact@esuhsd.org	**E-mail Address**	nunezb@esuhsd.org
CDS Code	43-69427-4337903	**SARC Contact**	

School Description and Mission Statement
Information about the school, its programs, and its goals.

School Vision
The Vision of Silver Creek High School is to inspire students to learn how to learn, so that upon graduation, they will be responsible individuals who can think critically, solve problems

successfully and effectively communicate in a changing society.

School Mission

The Mission of Silver Creek High School--in partnership with family, community, and businesses—is to provide all our students with equal access to a high quality education in a safe, healthy, challenging, and caring environment. Each student is 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.

Expected Schoolwide Learning Results

Silver Creek graduates will be:

Academic Achievers Who:
- Develop and regularly evaluate their educational/career options, opportunities, and goals
- Critically evaluate and take responsibility for their own learning
- Demonstrate employability skills
- Develop habits and tools that sustain learning throughout their life

Critical Thinkers Who:

- Analyze, evaluate, and solve problems using information from a variety of sources and perspectives
- Ask and answer questions clearly and perceptively
- Demonstrate abstract thinking and reasoning skills as well as
- Identify and solve problems working individually and in a group

Effective Communicators Who:
- Are perceptive and articulate in writing and speaking
- Use their voice to support school activities and community service opportunities
- Demonstrate respect for peers, staff, and parents
- Appreciate diversity and participate in culturally diverse activities

Silver Creek is located in a residential neighborhood, below the foothills of the Coastal Mountain Range, with nearby access to three freeways and a major expressway. Serving a culturally, academically, and economically diverse community, Silver Creek High School values and celebrates its diversity. Silver Creek's richly diverse population is comprised of: 40.9% Asian, 36.2% Hispanic, 12% Filipino, 5.0% White, 4.6% African American, 0.8% Pacific Islander, and 0.5% American Indian.

Silver Creek High School was opened in September, 1969 to serve the growing population of the Evergreen Valley area of Southeast San Jose. At that time, Evergreen Valley was composed of older housing, orchards, and pastureland. However, as the area grew and prospered over the years, more housing and small businesses gradually replaced the orchards and pastureland. Moreover, as the technology industry boom in Silicon Valley established itself, the topography of the Evergreen area was drastically altered by the construction of thousands of upper-median priced homes. The population growth, emphasis on upper scale housing, and the subsequent influx of small businesses broadened the school's socioeconomic base and enriched the social, cultural, educational, and economic diversity of the school's community.

As a result of the significant increase in the population in the southern portion of the district, enrollment at Silver Creek High School exceeded the original design limits by more than 30%. To accommodate the increased enrollment, the school is currently using twenty-two portable classrooms. Some of the portables are being used to provide space as other buildings are refurbished. Beginning in March, 2006, construction began on a new building that will house additional science classrooms/labs and general classrooms. The new building is projected to be finished in the spring of 2007. The new building will provide every science teacher on campus with a classroom and accompanying lab. In the last three years, a number of campus buildings have been completely refurbished. However, due to extensive storm damage, the theater and gymnasium will require additional repairs.

The area to the south of Silver Creek High School is the quickest growing population in the San Francisco Bay area and is primarily comprised of upper scale homes. This area's population growth necessitated the opening of a new comprehensive high school—Evergreen Valley High School, which is the first high school built in Santa Clara County in the last twenty-five years. This new school has drawn its population primarily from Silver Creek and Mount Pleasant High Schools. Currently, there are two "option" areas in Silver Creek's boundaries. In these areas, students can choose to attend Silver Creek High School or Evergreen Valley High School. Most of the students from the option areas have chosen to attend the "new" Evergreen Valley High School. This movement of students to Evergreen Valley High School has resulted in a severe loss in Silver Creek's upper socioeconomic student population.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Thelma Boac	Contact Person Phone Number	408-347-5610

Silver Creek values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Silver Creek maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Silver Creek utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Silver Creek High School provides a number of parent involvement opportunities. The school has an active School Site Council, Bilingual Advisory Committee, and the Silver Creek PTSA. To support parents, Silver Creek hosts a variety of parent information nights, including but not limited to Financial Aid Night and Freshman Parent Orientation. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

II. Demographic Information

Student Enrollment -- Grade Level
Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	624
Grade 1	0	Grade 10	598
Grade 2	0	Grade 11	560
Grade 3	0	Grade 12	565
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	2347

Student Enrollment -- Racial and Ethnic Subgroups
Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	113	4.8	Hispanic or Latino	800	34.1
American Indian or Alaska Native	9	0.4	Pacific Islander	19	0.8
Asian	986	42.0	White (Not Hispanic)	123	5.2
Filipino	294	12.5	Multiple or No Response	3	0.1

III. School Safety and Climate for Learning

School Safety Plan
Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	September 2005	Date Last Discussed with Staff	March 2006

 Silver Creek has developed a comprehensive School Safety Plan, that includes an assessment of school-related crime, a plan to maintain a safe and secure learning environment, as well as rules and procedures for campus safety. The SCHS School Safety Plan is reassessed, modified, and updated every year by the School Safety Committee, which is composed of teachers, classified staff, administrators, students, parents, and community members. The School Safety Plan is always available to the public. The SCHS School Safety Plan is monitored and approved every year by the East Side Union High School Board of Trustees. In order for the School Safety Plan to be operational, it must be signed off by a member of the teacher bargaining unit (East Side Teachers' Association). 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

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

 In order to meet the diverse needs of all of our students, Silver Creek offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but Silver Creek also offers the following programs and services: AVID, Camp Anytown, Academic and Cultural Assemblies, Community Partnerships, MESA, Japanese Language Program, Institute of Management and Technology, Electronics Academy, Legal Studies Magnet, Naval Junior ROTC, Conflict Mediation, MSW Interns, Central County Occupational Center, and After School Tutors.

Safe Environment: Silver Creek has a written discipline plan that was developed by parents and staff in accordance with district policy and is mailed to parents at the beginning of each school year. To encourage appropriate student behavior, the discipline policy is fairly and uniformly enforced, and behavior modification strategies are employed to retain students in the system, correct inappropriate behavior, and reduce truancy. In surveys collected from students, parents, and staff members, Silver Creek has consistently been rated one of the safest campuses in the District. Consequently, many students from other schools have expressed an interest in enrolling at Silver Creek because of our safe environment and outstanding academic and extra-curricular programs.

College and Career Resource Center*:* The College and Career Resource Center provides information regarding colleges, technical schools, careers, apprenticeships, and jobs. The Center also provides help and information on scholarships and general financial aid for college bound students. In fact, the Center contains information on over 4,000 careers and occupations including the military. Resource materials include books, catalogs, Community College class schedules, computer software, videos, and Internet access to a wide variety of web sites. Students can use the computer lab in the Center to fill out college admission and financial aid applications. To assist students with the application process, the Center hosts workshops and provides one-on-one personalized assistance.

Healthy Start*:* The Healthy Start Center provides counseling and support services to students, parents, staff members, and families. The Healthy Start Center provides on-site, prevention/intervention services that are composed of integrated school and community-linked mental health and social services, that include drug and alcohol counseling and other youth empowerment services that are designed to increase student achievement and create a healthy personal and school environment.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**

Number of Suspensions	275	207	212	2109	2621	1962
Rate of Suspensions	11.2%	8.7%	9.0%	9%	11.2%	7.9%
Number of Expulsions	0	4	0	31	47	44
Rate of Expulsions	0.0%	0.2%	0.0%	0.1%	0.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information
Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Built in 1969 to serve a capacity of approximately 1,800 students, Silver Creek currently houses more than 2,400 students. As a result of the significant increase in the population in the southern portion of the district, enrollment at Silver Creek High School exceeded the original design limits by more than 30%. To accommodate the increased enrollment, the school is currently using twenty-two portable classrooms. Some of the portables are being used to provide space as other buildings are refurbished. Beginning in March, 2006, construction began on a new building that will house additional science classrooms/labs and general classrooms. The new building is projected to be finished in the spring of 2007. The new building will provide every science teacher on campus with a classroom and accompanying lab. In the last three years, a number of campus buildings have been completely refurbished. However, due to extensive storm damage, the theater and gymnasium will require additional repairs.

Since the school was designed to accommodate the needs of 1,800 students and is currently serving over 2,400 students, the bathrooms are constantly in use, and the custodians cannot gain access to them to clean them during the day. However, since there have been parent complaints regarding bathroom cleanliness, the Leadership Team is aggressively addressing the issue. Overall, 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.

School Facility Conditions -- Results of Inspection and Evaluation
Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		

Interior Surfaces (walls, floors, and ceilings)			
Hazardous Materials (interior and exterior)	X		
Structural Damage		X	Gym roof damage due to excessive rain. Roof is being replaced
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer		X	Sewers back up. District is repairing sewer lines.
Playground/School Grounds	X		
Other	X		

V. Academic Data

Standardized Testing and Reporting (STAR)
Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)
The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**	**2003**	**2004**	**2005**
English-Language Arts	37	35	42	31	33	38	35	36	40
Mathematics	21	19	25	17	16	19	35	34	38

Science	21	19	24	21	20	23	27	25	27
History-Social Science	35	34	33	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	36	*	52	55	26	42	47
Mathematics	16	*	39	21	11	0	23
Science	16	*	33	31	10	17	30
History-Social Science	23	*	44	40	15	*	31

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	39	46	7	43	4	24
Mathematics	24	27	15	26	1	15
Science	26	22	5	25	2	3
History-Social Science	34	31	7	33	4	0

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	47	47		46	47	27	43	43	41
Mathematics	57	58		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups
Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment
Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test
Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	39.3	41.6	37.1	32.6	31.3	33.8	26.7	25.8	27.5

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 percent of the distance between its API Base 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 awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API -- Schoolwide
Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	99	95	**Percent Tested**	99	95	100
API Base Score	667	665	692	**API Growth Score**	660	680	743
Growth Target	7	7	5	**Actual Growth**	-7	15	51
Statewide Rank	6	6	6				
Similar Schools Rank	3	1	2				

API -- Racial and Ethnic Subgroups
Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002	From 2003	From 2004

					to 2003	to 2004	to 2005
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				**Asian**			
API Base Score	733	755	765	API Growth Score	738	756	799
Growth Target	6	6	4	Actual Growth	5	1	34
Filipino				**Filipino**			
API Base Score	699	708	728	API Growth Score	693	719	799
Growth Target	6	6	4	Actual Growth	-6	11	71
Hispanic or Latino				**Hispanic or Latino**			
API Base Score	559	530	568	API Growth Score	532	552	654
Growth Target	6	6	4	Actual Growth	-27	22	86
Pacific Islander				**Pacific Islander**			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				**White (Not Hispanic)**			
API Base Score	707	686		API Growth Score	710		
Growth Target	6	6		Actual Growth	3		

API -- Socioeconomically Disadvantaged Subgroup
Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	605	636	677	API Growth Score	630	670	722
Growth Target	6	6	4	Actual Growth	25	34	45

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)
The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments

- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1

Year Exited Program Improvement	2002-2003	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)
Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

Dropout Rate and Graduation Rate
Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	2,664	2,448	2,386	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	7	101	91	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	0.3	4.1	3.8	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	88.7	92.1	89.1	83.8	89.6	86.6	87.0	86.7	85.3

VII. Class Size

Average Class Size and Class Size Distribution
Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												

1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	44	57	1	25.0	39	53	1	26.2	33	45	7
Mathematics	24.0	33	43	1	26.5	25	38	5	26.3	24	33	10
Science	26.9	18	41	17	30.2	4	51	10	31.7	1	27	31
Social Science	29.1	7	35	22	30.2	5	33	22	30.0	3	40	13

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers

This School	89.4
All Schools in District	88.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	88.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	116	105	100
Teachers with Full Credential	93	87	87
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	
Teachers in Alternative Routes to Certification (district and university internship)	4	10	7
Pre-Internship	4	4	4
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	16	6	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners.* For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	3.0	1.6
Master's Degree plus 30 or more semester hours	16.0	17.9
Master's Degree	16.0	15.1
Bachelor's Degree plus 30 or more semester hours	54.0	51.6
Bachelor's Degree	10.0	13.5

Less than Bachelor's Degree	1.0	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test
(CBEST), and hold the required credential to provide this service.

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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE

Counselor	5.0
Library Media Teacher (Librarian)	1.0
Psychologist	0.4
Social Worker	2.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.2
Other	0.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
6.0	391.2

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

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 administrative leadership team consists of Thelma Boac, Principal, Traci Williams, Associate Principal of Educational Development, and Chris Schroeder, Associate Principal of Attendance and Student Services. However the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because Silver Creek is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent Silver Creek on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, Silver Creek's governance structure invites and values the multidimensional input provided by its stakeholders.

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, Interact, Junior Statesmen of America, 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 has 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.

In addition to strong and varied curricular offerings, Silver Creek High School provides an extensive extra and co-curricular program including athletics, clubs, fine arts, performing arts, vocational and academic competitions, and public service. These activities foster student and staff involvement and interaction outside of the classroom. The socialization benefits provide by extra and co-curricular activities help to foster a healthy balance between personal choices and academic requirements.

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.

Because we are committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students. Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our low-income youth; and enhanced programs for our gifted and talented (GATE) population

Professional Development
Information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Silver Creek has a coherent,
comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held twice per month so that teachers

can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., differentiated instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *Fitness Gram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Current standards aligned and Board Approved textbooks and instructional materials
Mathematics	Current standards aligned and Board Approved textbooks and instructional materials
Science	Current standards aligned and Board Approved textbooks and instructional materials
History-Social Science	Current standards aligned and Board Approved textbooks and instructional materials

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science

laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Standards aligned and available as student issued texts
Mathematics	Standards aligned and available as student issued texts
Science	Standards aligned and available as student issued texts
History-Social Science	Standards aligned and available as student issued texts
Foreign Language	Standards aligned and available as student issued texts
Health	Standards aligned and available as student issued texts
Science Laboratory Equipment (grades 9-12)	Standards aligned and available as student issued texts

Instructional Minutes
Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	N/A	54,000
7	N/A	54,000
8	N/A	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days
Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days

12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

> During the 2004-2005 school year, Silver Creek had 3 minimum days, which were used for Professional Development and collaboration opportunities.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English	1	2	53
Foreign Language	1	2	61
Mathematics	3	5	151
Science	3	6	181
Social Science	3	8	228

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
10370	7789	75.1

Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses	Percent of Graduates Who Have Completed All Courses

	Required For UC and/or CSU Admission	Required For UC and/or CSU Admission
531	109	20.5

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	641	619	565	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	54.6	44.3	46.7	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score	455	461	477	460	469	473	494	496	499
Average Math Score	500	509	529	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

To offer parents and students information regarding college entrance requirements and financial aid, two college evening nights were held. Test preparation for the SAT was offered by Princeton Review and was made available to all students. Individual teachers also offer Advanced Placement practice sessions to their students after school, on Saturdays, and during vacation days in preparation for the tests.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity to assignments, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in computer labs on campus.

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.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,151	$36,464
Mid-Range Teacher Salary	$67,570	$61,925
Highest Teacher Salary	$83,384	$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$97,157
Average Principal Salary (High)	$119,105	$109,001
Superintendent Salary	$215,000	$158,638
Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
$181,110,162	$7,348	$7,007	$6,919

Types of Services Funded
Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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; and Partnership Academies.

During the 2004-2005 school year, Silver Creek received additional funds to support students with special needs. The following special programs are offered at the school:
Adaptive Physical Education
English Language DevelopmentClasses
East Side Electronics Academy
Economic Impact Aid
Title I Program
Evergreen Valley College Courses
Gifted and Talented Education
Special Education Classes
School Psychologist
CAHSEE Support Classes
Central County Occupational Center
Regional Occupation Program
Parent Classes
Section 504 Plan Services
Limited English Proficient
Multi-Service Team
School Improvement Program
Speech Therapy
Student Assistance Program
Vocational Education

Migrant Education Program
After School Tutoring