

East Side Union High School District presents...  
**A Report to the Silver Creek Community**  
 1997-1998  
**School • Accountability • Report Card**

Silver Creek High School 3434 Silver Creek Road San Jose, CA 95121 (408) 274-1700; FAX(408) 270-1004  
 Principal: Mr. Fred de Funiak Email: <http://scnet.esuhd.org> Superintendent: Mr. Joe Coto  
 Board of Trustees: Patricia Martinez-Roach, David Cortese, Craig Mann, J. Manuel Herrera, Jeff Ota

**Mission Statement and School Wide Goals**

*The Mission of Silver Creek High School, in partnership with family and community, 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.*

- To expand support services and provide equitable access for all students
- To improve the achievement level and graduation rate of all students
- To involve staff, students, parents, and the community in an educational partnership
- To integrate skills and technology across the learning environment
- To assist students in developing a vision for their own future, and the process involved in setting and achieving goals
- To develop in students a sense of responsibility for their own education and well being



**SCHOOL FACILITIES and SAFETY**

Silver Creek was built in 1969. Presently we are beyond our building capacity (1,677) with an average enrollment of 2,456 students. Eight new portables have been added since 1969.

The maintenance staff does an outstanding job of keeping the classrooms and campus clean and attractive. A special student incentive program helps promote the clean campus theme.

The environment of the school is safe and orderly and attention is continually focused on the safety, health, welfare and education of the students. The staff continually monitors the campus in order to prevent disruptions. The school behavior code is fair, just and equitably enforced for all. Violence on campus is virtually non-existent. Graffiti is minimal and is dealt with immediately. Students are disciplined and required to pay for painting over the graffiti. There is a good relationship academically and personally between students and faculty. All staff and students operate as a team in the spirit of cooperation and goodwill.

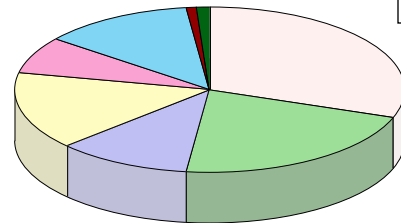
**PURPOSE:** The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

**TRADUCIDOS:** Sequiere una copia de este documento traducido en español, por favor llame a este numero 274-1700.

**DỊCH THUẬT:** Nếu quý vị cần bản tường trình này bằng tiếng Việt, xin gọi số 274-1700.

**STUDENT POPULATION**

Hispanic	29.6%
Vietnamese	22.0%
Filipino	14.8%
White	13.7%
African American	4.9%
Asian	13.7%
American Indian	0.7%
Other	0.6%



The student enrollment at Silver Creek is 2,456 (10/97). The ethnic composition of the student population is illustrated above.

Thirty percent of the students are Language Minority Students. These students receive language instruction in English-as-a-Second-Language (ELD) classes.

Five percent of our students are special education students who are mainstreamed and included in regular activities.

**LOCATION**

Silver Creek High School is one of ten comprehensive high schools in the East Side Union High School District. It is located in the Evergreen area of San Jose just off Capitol Expressway and Highway 101.

Superintendent Joe Coto  
 East Side Union High School District  
 830 North Capitol Avenue  
 San Jose, CA 95133

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## CLASS SIZE and TEACHING LOADS

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

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

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

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

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

The average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art .....29	Other..... 30
Business Education .....29	Safety Education ..... 35
Typing/Keyboard .....40	Science.....32
English.....30	Social Science..... 34
Foreign Language .....29	<i>Additionally, the following</i>
Homemaking.....29	<i>classes average:</i>
Industrial Education .....29	ELD
Mathematics .....32	Language Arts 1 & 2..... 20
Performing Arts (Band,	Survival Skills ..... 20
Choir, except for Drama).....30	Language Arts 3 ..... 30
Physical Education .....42	Bilingual/Sheltered ..... 25
Reading	<b>All 9th Math, Science and English classes</b>
Improvement & Development... 20	<b>were loaded at a ratio of 25 to 1.</b>

## TRAINING and CURRICULUM IMPROVEMENT

For the school year 1997-98, the East Side Union High School District implemented one full day of districtwide inservice. Since we are a School Based Coordinated Program school and receive funding from a myriad of sources, we received seven additional days of inservice.



Three of the days were used as full staff development days and the remaining four days were converted to minutes and used as staff collaboration periods on Wednesdays.

Our main emphasis focuses on staff development and student achievement. As indicated in our school plan, "student needs" is the focal point of our program, and we strive to address these needs. Improvement at instructional strategies and use of technology are two examples. This year we will begin preparing for our evaluation by the Western Association of Schools and Colleges (WASC).

## TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained.

For the school year of 1997-98, there were approximately 10 teachers requiring special credentials throughout the district.

## TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

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.

## TEXTBOOKS and INSTRUCTIONAL MATERIALS

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five or six required courses may have as many as 6 texts worth a total value of \$175.00.



New textbooks were adopted by the Board of Trustees last year for courses in ELD, Health and Safety Education, Foreign Language, Home Economics, and Social Science. These textbooks are being phased into schools over a two year period to replace outdated textbooks.

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

Four computer labs are available for student use in math, business, Institute of Management and Technology, computer fundamentals, Electronics Academy, Reading, English, Social Studies, Foreign Language and ELD classes. Computer Labs are also available for after school SAT preparation, term papers, career exploration, etc.

## SUBSTITUTE TEACHERS

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year.

Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period.

Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

## QUALITY OF INSTRUCTION and LEADERSHIP

The school is focused toward student preparation to be successful in high school, to achieve the best possible intellectual and personal development, and above all to graduate with a skill which will enable them to survive beyond the high school years.

The majority of students are truly interested in obtaining a good education and feel that school is preparing them for the world of work and/or further education beyond high school.

The students, parents and staff confirm that the quality of instruction at Silver Creek High School provides a variety of tutorial programs, a comprehensive academic plan, and vocational curriculum. Career education, individualized and group counseling, and a variety of support systems for all students will enable them to achieve their educational goals and objectives.

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.

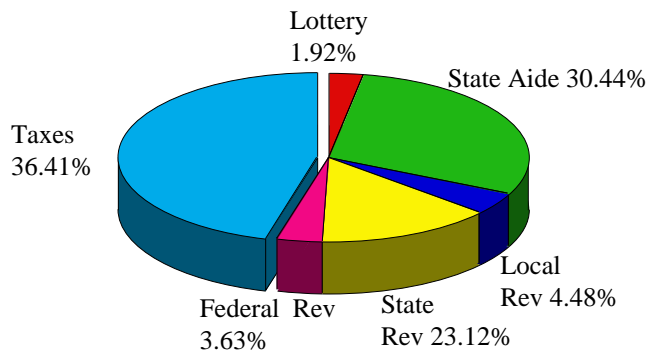
Both the East Side Academy program and the Math lab at Silver Creek High School were awarded the Golden Bell Award from the California School Boards Association (CSBA) for outstanding curriculum programming. The CSBA Golden Bell Award symbolizes excellence in education by recognizing creative innovative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

## EXPENDITURES and SERVICES OFFERED

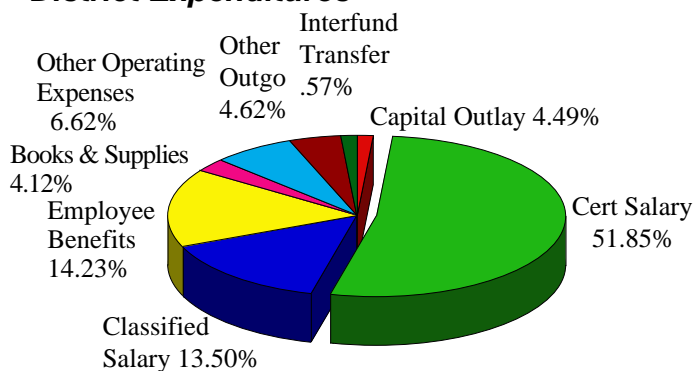
In 1997-98, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,464 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these

### —General Fund Income—



### —District Expenditures—



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

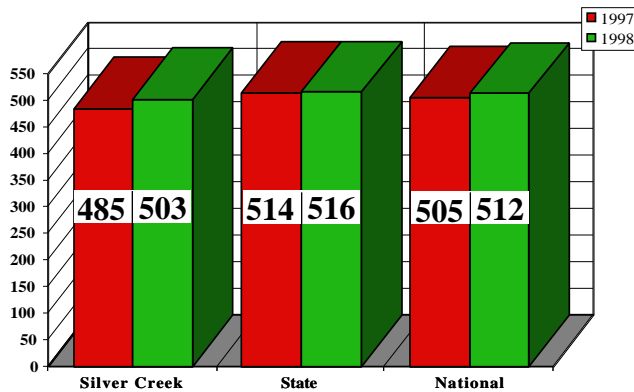
### —Compensation / Salary—

Many things affect employee salary. Considerations that affect the salary of educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide

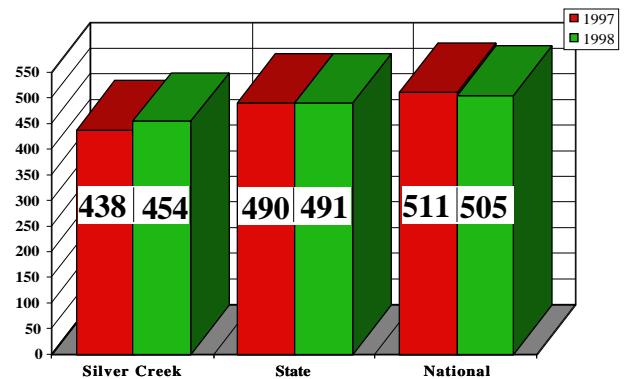
ESUHSD figures.	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD
Beginning Teacher's Salary	\$27,896	\$25,531-\$34,662	\$29,577
Midrange Teacher's Salary	\$45,863	\$36,805-\$57,996	\$48,018
Highest Teacher's Salary	\$55,196	\$50,523-\$66,667	\$57,528
School-Site Principal's Salary	\$79,461	\$69,202-\$96,993	\$82,764
District Superintendent's Salary	\$106,594	\$82,082-\$126,719	\$110,165

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

### SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



### SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the Silver Creek students who gave permission to have their scores reported to their school averaged a scale score of 503 in 1998. This represents an increase of 18 points from the previous year. The graph above compares the mean mathematics scores for Silver Creek attained in 1997 and 1998 with those attained by students across the state and across the nation.

In 1998, Silver Creek students volunteering their scores averaged a verbal scale score of 454, an increase of 16 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for Silver Creek attained in 1997 and 1998 with those attained by students across the state and across the nation.

### COUNSELING and STUDENT SUPPORT SERVICES: 1997-1998

Silver Creek has 109 full/part time teachers (10/97) and 15 Instructional Aides who provide direct classroom assistance to students.



Additional staff who provide support services are three full-time Counselors, two Student Advisors, one Home-School Liaison, Student Activities Coordinator, State/Federal Programs Coordinator, Librarian, Career Center Technician, Bookroom Clerk, Health and Attendance Clerks, Secretaries, Nutrition Staff and Custodial Staff. Administrative staff include a Principal and two Associate Principals.

### ATTENDANCE and DROPOUT RATES

In 1997-98, the Silver Creek Average Daily Attendance (ADA) was 91.6%.

Silver Creek's attendance monitoring system notifies parents by phone of student absences. Absences are also noted on the quarterly report cards. Liaison staff make home visits when students have missed excessive amounts of school and/or when phone contacts are unsuccessful.



In the 1997-98 school year, Silver Creek had a dropout rate of 4%. There were 278 students suspended during the 1997-98 school year with 2 students expelled.

### CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

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. This year Silver Creek has added two new procedures which should improve the image of the campus. Only Silver Creek hats will be allowed to be worn on campus during the school day and there will be no writing or graffiti on book bags or backpacks.