

Silver Creek High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Silver Creek High School
Street	3434 Silver Creek Road
City, State, Zip	San Jose, CA 95121
Phone Number	408.347.5600
Principal	Kelly Daugherty
Email Address	daughertyk@esuhsd.org
School Website	https://silvercreekhigh.esuhsd.org
Grade Span	
County-District-School (CDS) Code	43694274337903

2025-26 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website	www.esuhsd.org

2025-26 School Description and Mission Statement

Silver Creek High School opened its doors to students in September 1969 to serve the growing population of the Evergreen Valley area of Southeast San Jose. Since then, the school has flourished into a thriving campus of more than 2,140 students who receive equal access to quality education in a safe, healthy, challenging, and caring environment. We serve a culturally, academically, and economically diverse community, making Silver Creek a uniquely vibrant and inclusive high school.

To meet the diverse needs of our students, we continue to offer a wide range of Advanced Placement (AP) and advanced-level courses, along with targeted academic support and intervention programs. Our 180 Degrees Program continues to be a model for student re-engagement and success, now including multiple sections at the freshman and sophomore levels. Our AVID program has also expanded and remains a cornerstone for preparing first-generation college-bound students for postsecondary success.

Silver Creek offers a variety of distinctive courses such as Forensic Science, Japanese, and Ethnic Studies, reflecting our commitment to providing meaningful and relevant learning opportunities. Our Visual and Performing Arts programs, supported by Proposition 28 funding, continue to grow with new course offerings, performances, and exhibitions that celebrate student creativity and expression.

We are also expanding Career Technical Education (CTE) pathways, including a growing Computer Science sequence and the development of a new Construction and Design pathway, providing students with hands-on, real-world learning that connects to college and career readiness.

With the continued support of our community, Silver Creek has modernized and revitalized many parts of the campus. Our state-of-the-art theater and performing arts center, modernized aquatics complex, and fitness center enhance both academic and extracurricular experiences. Updated landscaping, collaborative seating areas, and the addition of new classrooms with open, glass-walled designs foster creativity and connection. The modernization of our visual arts building and track and field facilities has created new spaces for learning, competition, and community gatherings.

At Silver Creek, we are united by the CREEK Way — being Creative, Respectful, Equitable, Engaged, and Kind. Together with staff, students, and families, we strive to create an equitable community where every student is known, supported, and

2025-26 School Description and Mission Statement

celebrated for who they are and what they can become. We are proud that all students have a clear pathway to higher education through the East Side Promise, guaranteeing admission to San José State University for those who complete A–G requirements with a C or better, maintain a 2.0 GPA, and apply on time.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	531
Grade 10	531
Grade 11	541
Grade 12	536
Total Enrollment	2,139

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	46.9
Non-Binary	0.2
American Indian or Alaska Native	0.3
Asian	51.3
Black or African American	1.1
Filipino	8.1
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.5
White	3.3
English Learners	12.8
Foster Youth	0.2
Homeless	1.3
Migrant	0.3
Socioeconomically Disadvantaged	47.5
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	94.2	92.87	943.6	82.39	234405.2	84
Intern Credential Holders Properly Assigned	2.3	2.27	35.4	3.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	1.2	79.5	6.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	0.39	25.6	2.24	11953.1	4.28
Unknown/Incomplete/NA	3.3	3.26	60.9	5.32	15831.9	5.67
Total Teaching Positions	101.5	100	1145.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	89.4	94.62	923.6	82.88	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.06	22.8	2.05	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	1.78	91.5	8.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.02	22.9	2.06	11746.9	4.23
Unknown/Incomplete/NA	2.3	2.52	53.3	4.79	14303.8	5.15
Total Teaching Positions	94.5	100	1114.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	
Misassignments	0.20	1.6	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	1.20	1.6	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.40	0	
Total Out-of-Field Teachers	0.40	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.4	1.5	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Silver Creek High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected

November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 – CommonLit, Inc. Grade 9, 2023 English 2 – CommonLit, Inc. Grade 10, 2023 English 3 – MyPerspectives: American Literature//Pearson, 2017 ERWC -- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature	0%
Mathematics	CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Precalculus – "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials AP Computer Science Principles - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU	0%
Science	NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook	0%

	Forensic Science - A Hands-on Introduction to Forensic Science 2014 AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Physics 1 - Physics AP- Cutnell and Johnson, Wiley 2012 AP Environmental Science - Environmental Science for the AP Course, A. Friedland & R. Relyea, 2023 Biotechnology: Science for the New Millenium, Daugherty Living Earth Essentials - CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook Marine Biology - Greene, Thomas, Marine Science (2018) 3rd edition Physiology- Welsh Hole's Essentials of Anatomy and Physiology 2021 2e with Lab Manual - McGraw Hill	
History-Social Science	World History – " World History Interactive" SAVVAS 2022 US History – "United States History Interactive" SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2022 Economics – "Econ Alive! The Power to Choose" TCI 2022 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2022 AP US History - AP US History - Brinkley, American History: Connecting with the Past, AP Edition, 16e ©2023 AP Government - "Harrison, American Democracy Now" McGraw Hill 2022 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2025 AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2024 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023	0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

With the support of the district, Silver Creek High School makes every effort to ensure that all facilities are clean, safe, and functional. These priorities are reviewed in meetings with various parent groups, including but not limited to the PTSA, African American Parents Group, Latino Parents Group, Vietnamese Parent Group, and School Site Council. The school site works hard to ensure all current facilities are functional with supplies. The administrative team and custodial staff strive to ensure that all facilities are cleaned and serviced daily or when needed. The school underwent a modernization of the underground gas infrastructure to help support the subsequent decades of education on the campus.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				July 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Several classrooms with damaged/stained ceiling tiles. Missing and hanging light fixture covers in some rooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Several classrooms with daisy chained power strips or extension cords as permanent power.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Several expired/uncertified fire extinguishers. One room had a blocked exit and expired fire extinguisher.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	71	66	56	56	47	48
Mathematics (grades 3-8 and 11)	47	45	33	34	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	534	504	94.38	5.62	66.27
Female	274	258	94.16	5.84	69.38
Male	260	246	94.62	5.38	63.01
American Indian or Alaska Native	--	--	--	--	--
Asian	306	296	96.73	3.27	79.05
Black or African American	--	--	--	--	--
Filipino	41	41	100.00	0.00	68.29
Hispanic or Latino	148	134	90.54	9.46	36.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	16	88.89	11.11	75.00
White	15	13	86.67	13.33	69.23
English Learners	60	55	91.67	8.33	12.73
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	296	275	92.91	7.09	63.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	41	82.00	18.00	7.32

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	534	504	94.38	5.62	44.64
Female	274	258	94.16	5.84	41.47
Male	260	246	94.62	5.38	47.97
American Indian or Alaska Native	--	--	--	--	--
Asian	306	297	97.06	2.94	59.93
Black or African American	--	--	--	--	--
Filipino	41	41	100.00	0.00	41.46
Hispanic or Latino	148	132	89.19	10.81	12.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	47.06
White	15	13	86.67	13.33	46.15
English Learners	60	55	91.67	8.33	5.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	296	274	92.57	7.43	37.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	40	80.00	20.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	39.36	44.25	39.02	39.56	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1071	1025	95.70	4.30	43.95
Female	531	511	96.23	3.77	44.42
Male	539	513	95.18	4.82	43.55
American Indian or Alaska Native	--	--	--	--	--
Asian	592	577	97.47	2.53	58.06
Black or African American	14	11	78.57	21.43	9.09
Filipino	90	89	98.89	1.11	39.33
Hispanic or Latino	306	283	92.48	7.52	16.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00	8.00	56.52
White	34	32	94.12	5.88	53.13
English Learners	116	105	90.52	9.48	2.86
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	621	590	95.01	4.99	37.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	75	88.24	11.76	4.00

2024-25 Career Technical Education Programs

We offer magnet strands in Business. Additionally, we offer the following CTE courses: Computer Information Technology, Introduction to Business, Web Design, Economics of Business Ownership, and Work Experience. Many of our classes articulate for college credit at Mission, San Jose City, and Evergreen Valley Colleges. We are affiliated with NFTE (Network for Teaching Entrepreneurship), and in the last four years, our students have competed and won the national finals. One of our students placed second in the national competition and was one of five students to meet the President of the United States in the Oval Office. We also implemented a Linked Learning Pathway, with the focus on not only getting more students to take AP Computer Science or AP Computer Science Principles but also to provide opportunities for our students to work with professionals in the industry.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.6%	94.9%	95.7%	95.3%	94.7%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

One of the greatest strengths of Silver Creek is the outstanding support and involvement of parents. Silver Creek parents serve as elected members of the School Site Council (SSC) and the English Language Advisory Council (ELAC). Both council meetings are open to all parents and the public. In addition to serving on the SSC and ELAC, many parents are involved in the School Beautification Group, Latino Parents in Action, African American Parent Coalition, Vietnamese Parent Group, and the

2025-26 Opportunities for Parental Involvement

Silver Creek Parent Teacher Student Association (PTSA). Our PTSA works tirelessly to support and meet the needs of our students and school in general. Through significant fundraising, they have been able to fund some technology, projects to beautify our campus, help with new teacher grants, help with middle school visits, and positive publicity, and every year, they honor graduating seniors with the PTSA Scholarship.

Silver Creek strongly encourages parent and community involvement and frequently informs families about school issues, community services, and resources. Information concerning attendance, school calendars, and testing dates is regularly mailed home to parents. Information regarding school events, updates from other parent organizations, and college and community information is posted regularly on Silver Creek's website and sent home via School Loop. The school website also provides access to information concerning school activities and programs. Teachers can post homework assignments, grades, and attendance via School Loop, allowing parents and students greater access to information. The principal also hosts a Zoom Coffee Talk once a month. Families have the opportunity to hear what is happening at school.

To support our parents, the principal sponsors a monthly coffee talk. Silver Creek hosts a variety of parent information nights, such as Financial Aid night, Freshman Parent Orientation, and meet and greet with the administration and teaching staff. We have a Parent Center with a full-time Parent and Community Involvement Specialist whose focus is to be an advocate for all the parents and provide whatever resource they might need.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.2	2.2		15.2	12.3		8.2	8.9	
Graduation Rate	94.4	95.8		77.8	80.5		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.45%	2.35%		3.72%	2.82%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

As with all schools within the East Side Union High School District, Silver Creek has an annually updated comprehensive safety plan that includes processes and procedures of campus safety, as well as rules and guidelines for times of emergency. Every year, the Safety Plan is reassessed, modified, updated, and presented to the School Site Council, which consists of parents, students, teachers, and administrators. The School Safety Goals are also presented to the same committee, approved, and passed on to the School Board of Trustees for final approval. A safety goals assessment was submitted to SSC in March 2023. The plan is utilized in our evacuation, run, hide, defend, fire, and earthquake drills every year. The Associate Principal (APA), Advisors, and Campus Monitor meet regularly to discuss the safety concerns of the campus. The Associate Principal (APA) and the safety team meet twice a semester. The main goal of the meetings is to review the safety goals and to assess and review any protocols that need updating.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	20	70	4
Mathematics	29	10	50	14
Science	30	7	52	12
Social Science	28	15	52	13

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	72	2
Mathematics	29	6	55	6
Science	29	8	51	11
Social Science	29	5	55	14

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,012	\$2,767	\$9,245	\$119,257
District	N/A	N/A	\$10,454	\$116,804
Percent Difference - School Site and District	N/A	N/A	-12.3	7.1
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-15.2	12.5

Fiscal Year 2024-25 Types of Services Funded

SCHS Categorical funds are used to supplement the services that our students are receiving, especially our neediest students. One of the greatest needs identified was the lack of sufficient academic counselors, so we can fund an additional general academic counselor to decrease the student-to-counselor ratio. We currently have 5 counselors who serve 2,140 students. Some groups we identified needing additional resources are our English Language Learner students, foster youth, and homeless students. Another area of focus is to help move all the students and teachers further in implementing the Common Core State Standards. We are infusing more technology in the classroom by purchasing class sets of readers/tablets so that both the students and teachers are becoming more comfortable with the use of technology in the classroom that will be required with implementing the Common Core State Standards. Additionally, categorical funds are being used to improve communication with our stakeholders by funding personnel who translate all communication going home into Spanish and Vietnamese.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,900	\$67,238
Mid-Range Teacher Salary	\$110,474	\$106,841
Highest Teacher Salary	\$141,638	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$181,735	\$193,950
Superintendent Salary	\$329,669	\$314,304
Percent of Budget for Teacher Salaries	30.96%	29.51%
Percent of Budget for Administrative Salaries	3.45%	4.87%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	
Where there are student course enrollments of at least one student.	

Professional Development

Staff members build teaching skills throughout the year by participating in conferences, workshops, and professional site-based development. For Silver Creek High School, we offer teachers the opportunity to interact with colleagues during departmental meetings and participate in our onsite professional development during minimum days. Our focus for Professional Development has been on curriculum development, common assessments, reviewing data, both behavioral and academic, social-emotional learning, and keeping equity for all top of mind. To help most teachers with their specific needs, the Professional Development Team has developed different strands with modules that teachers can sign up to attend during our collaboration time. Collaboration time during the 2022-23 school year is 180 minutes and is held every Wednesday. The District Office has annually offered staff development time where teachers are provided various professional growth opportunities in the curriculum, teaching strategies, and methodologies. Instructional coaches were funded at SCHS, to help new teachers reflect on best practices and continue to grow professionally. We also offer monthly professional development after school for our teachers who have been teaching for five years or less.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	