



Silver Creek High School
Self-Study Report
January 31, 2022

3434 Silver Creek Road San José, CA 95121
East Side Union High School District

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Lyra Hua - Associate Principal of Administrative Services

WASC Committee Coordinators

Anthony Cardott - World Language Teacher

Erica King - MTSS Implementation Coordinator/English Teacher

Silver Creek Leadership Teams

Department Chairs/Staff Senate				
Name	Subject		Name	Subject
Gil Agoylo	Math		Eric Luescher	PE
Imani Butler	Business		Lydia Martinez Campos	Performing Art
Alberto Camacho	ELD		Sherri Mead	Math
Peter Chu	Activities		Christina Molfino	English
Denise Eachus	World Lang		Allan Roberts	Head Counselor

Wil Henninger	Soc Sci		Katrina Seal	English
Erica King	PD/MTSS		Edward Youngblood	Business
Alyssa Imai	Visual Art		Administrators	

MTSS Committee	
Name	Subject
Michael Anchondo	PCIS
Jaime Avila	Science
Mary Barrett-Wong	APED
Martha Bejar	Advisor
Erik Coloma	Special Education
Kelly Daugherty	Principal
Hector Flores	Advisor
Emily Harrington	Social Worker
Lyra Hua	APA
Erica King	MTSS Coordinator
Brooke Loveday	English
Lydia Martinez Campos	World Language/Performing Arts
Chrissy Molfino	English
Donnise Powell	Social Worker
Brandon Prudencio	Physical Education
Allan Roberts	Head Counselor

Jessica Stahlke	English
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Professional Development Committee	
Name	Subject
Imani Butler	Business
Denise Eachus	World Language
Jocelyn Espinosa	English
Erica King	Lead
Allison Liang	Science
Jenn Phan	Social Science
Joseph Sandate	Math
Kelly Daugherty	Principal
Mary Barrett-Wong	APED
Lyra Hua	APA

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Preface

Preface

In the timeline outlined below, key collaboration dates are listed starting from 2018, our last mid-cycle review. At Silver Creek High School, we offer teachers the opportunity during collaboration to interact with colleagues during departmental meetings and participate in our on-site professional development. Our focus for professional development has been on curriculum development, common assessments, data review, both behavioral and academic, social-emotional learning, and a focus on equity for all.

Additionally, to help most teachers with their specific needs and provide choice, the Professional Development Committee has developed different professional development “Strands” with various topics that teachers can sign up to attend during our collaboration time. Collaboration time during the 2020-21 school year, during Distance Learning, was 180 minutes, held every Wednesday.

Key initiatives are aligned with our SPSA/LCAP/WASC goals, our Graduate Profile, and our mission and vision:

1. **Messaging and Communication:** We documented Professional Development and staff-wide business in Google Drive for use as primary documents linked throughout this document. We also use a Google Website named “Monday’s Matter” and a staff Google Classroom to share resources and key information.
2. **Alignment MTSS:** Professional Development worked on methods to equitably support high-quality student learning and achievement as elaborated in our [SPSA](#) goals, district initiatives, Multi-Tiered Systems of Support, and our Graduate Profile (CREEK Way). Organized departments, Staff Senate 2019-2021, and focus groups Fall 2021 to discuss and report on developments with our goals authentically.
3. **Professional Development:** Power Standards. We made efforts beginning 2019-2020 to clarify not only what all students should know and be able to do and pursue interdepartmental parity through the development of our “[Power Standards](#)” described below. We continued to use Illuminate software, our “[Early Warning System](#)” data, to bring staff-wide awareness of student grades and needed support by six weeks, [including throughout distance learning](#) the entire 20-21 schoolyear. We pursued common assessments within departments to improve the measurement of learner outcomes.
4. **Data:** We analyzed our California Dashboard indicators according to our SPSA and graduate profiles to keep our SPSA/PD/WASC steps pointed toward equitable instruction for target groups as well as all students, resulting in realigned Professional Development work toward SPSA goals.

Timeline

Following are some key moves Silver Creek has made since 2018 as we continue the self-study process and grow as a school.

Date	Key Moves
2016-2018	16-17 PD Calendar 17-18 PD Calendar
2018-2019	18-19 PD Calendar
8/13/18	All Staff- Goals, Mission, Vision, Student Data
8/20/18	All Staff- Case Study IST, review IEP/504, talked about critical areas of follow up as we approached our mid year review
9/24/18	All Staff- Updated everyone on WASC
10/1/18	WASC Meeting in Focus Groups– student data and identifying “middle achieving” students
10/8/18, 10/15/18, 10/22/18	Professional Development Strands
11/14/18	District Wide Training starts on Implicit Bias
12/3/18	All Staff- WASC Data Review
1/28/19	All Staff- WASC Data Review
2/4/19	All Staff- IST Case Study, Behavior Data
3/4/19	All Staff- WASC Data Review
3/11/19, 3/18/19, 3/25/19	Professional Development Strands /WASC Visit
2019-2020	19-20 PD Calendar
8/12/19	All Staff- Goals, Mission, Vision, Student Data
8/19/19	All Staff- IST, IEP/504, Student Support Services, Professional Development
8/28/19	Equity and Access for All (recurring meetings) Highlight Activities , Past and Current Activities Spring 2022

9/24/19, 9/25/19	District- MTSS Training
10/7/19, 10/17/19, 11/4/19	Fall Professional Development Strands
10/14/19	MTSS- First Meeting with CLS coach (Agenda)
11/4/19, 11/7/19, 1/14/20, 2/3/20, 2/25/20 3/10/20	CREEK Way Matrix (working draft) built by Staff Senate, School Site Council, and MTSS Tier 1 Team Feedback turned into CREEK Way Behavior Matrix (current version)
11/18/19	All Staff- Superintendent Addresses Budget Shortfall
12/2/19	All Staff by Prep Periods- Culturally Responsive Teaching (PD focus of year, recurring meetings, focus on 5 Early Warning Systems students), Behavior Expectation Development (CREEK Way)
1/6/20	All Staff- Panorama Data (Culture and Climate) and CREEK Way
2/4/20	Prep Period training Witness to the Good Module (First iteration of UBR; District changes delivering behavioral responses; disproportionality rate in suspension rates)
2/11/20	Community LCAP meeting; community reviewed the goals from the district
2/26/20	See Something Say Something Schoolwide Lesson bullying
3/9/20	Professional Development Spring Strand
3/13/20	Shelter in Place
2020-2021	20-21 PD Calendar Distance Learning Year All students are remote except for various cohorts at different points of the year (either needing internet access, quiet learning environment, and to meet with teachers during tutorial for extra support)
8/26/20	Tutoring and Advisory Brainstorm –New Distance Learning Schedule
9/2/20	Professional Development- Tier 1 Supports, continue Tutorial and Advisory conversation, District led by subject area “Needs Assessment and Essential Skills/Standards Work for the Year”

9/16/20	MTSS Tier 1 Team Meeting (recurring throughout the year)
9/23/20	Professional Development Social Worker led around Socialemotional supports and learning
10/7/20	District led PD by subject area “Needs Assessment and Essential Skills/Standards Work for the Year”
10/14/20	S.W.R.L (Speaking Writing Reading Listening) Tier 1 Academic Common Assurance addresses our focus groups specially designed for EL, RFEP, SpEd students Brainstorm in Break Out- S.W.R.L Template What’s working in your classroom?
10/21/20	Department Plan for what S.W.R.L looks like in each department
10/28/20	All Staff- Share from departments, connect findings to Early Warning System (EWS) (student data) students. Breakout Sessions: Tech Support, EWS, Warmup and Closure Strategies, Padlet and Voice Thread Gallery Walk
11/4/20	Drop Sessions for deeper understandings of: PearDeck training, Break Out rooms, EWS, Google Classroom, Interactive Resource Slide, Questions for Counselors, Participation Log, Tech
11/18/20	MTSS Presentation to Department From EWS and Marking Period 2 Data, addressing 14% increase of seniors not on track to graduate who was previously on-track and a 13% in EL students Distance Learning Support Guide Grading for Equity and Social-Emotional awareness to address the changing learning environment and effects of pandemic
12/9/20	All Staff- Common Assurance -make phone calls to 5 struggling students. Use the EWS data to identify students
1/6/21	MTSS Professional Development Spring Initiatives: formative assessment, SEL strategies, and S.W.R.L
1/13/21	All Staff- Student Data and process why students are getting their current grade and then pick a strand to address student learning needs Professional Development Menu:
1/27/21	Department WASC

	Conversation about student grades data, especially D and F
2/3/21, 2/10/21	Staff Senate and Department Meetings- Elements of CASEL (SEL strategies), EWS, and Panorama data Implications of data in student performance
2/24/21, 3/10/21, 3/24/21	Strands- Formative Assessments in Social Emotional and S.W.R.L Staff Google Classroom
4/21/21, 5/5/21, 5/12/21, 5/19/21	Department -WASC Grade level Power Standards
2021-2022	21-22 PD Calendar In Person Learning All staff and students are on campus with an independent studies option
8/4/21, 8/5/21	Optional Professional Development Culture and Climate for staff
8/9/21	All Staff- Goals, Mission, Vision, Student Data
8/16/21	All Staff- IST, IEP/504, Student Support Services
9/13/21	All Staff–Professional Development, MTSS, and WASC Critical Area of Follow Up, Recalibrate School Deliverables and Goals, Reflection of Work we are doing, Connection
9/20/21	All Staff- EWS (access), EL Reclassification
10/4/21	All Staff- Department Progress, Power Standards
10/11/21	All Staff- Power Standards
10/18/21	Departments- Power Standards
10/21/21	MTSS- Culture and Climate Rollout of the grad profile (CREEK Way)
10/25/21, 11/1/21	All Staff- WASC Focus Groups
11/29/21	Department- Conversations around Power Standards, Common Assessment, Student Work
12/6/21	All Staff- LCAP, reviewing school wide goals

*Meetings that repeat like Equity and Access for all and MTSS Tier 1 Team are not mentioned multiple times for brevity.



Chapter I: Progress Report and Impacts

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The following are notes on progress in school programs, significant changes, and their impacts on our [SPSA](#) goals as applicable.

Changes in Administrators

School leadership has changed significantly in the last six years. In the fall of 2016, our principal left the school, and two interim principals finished out the year. In the fall of 2017, we hired a new principal and APA. The principal retired at the end of the 2017-2018 school year and our Associate Principal of Educational Development (APED) left our school. In the fall of 2018, we received an interim principal and hired an APED, who was a teacher at our site for 20 years, both of which currently hold their positions. The APA left at the end of the 2018-2019 school year. In the fall of 2019, we hired a new APA. From 2019 to the present, we have had the same administrative team. We've had five principals and five associate principals in the last six years.

The changes in administrators from 2016 to 2019 impacted our site in that existing initiatives were limited by the change of direction and vision. Continuity for staff came in the form of our new APED hired in 2018, a teacher at our site for 20 years, and a long-standing teacher leader. This also assisted in their collective ability to lead as a new team. Continuous development of our school mission, vision, and initiatives only settled in 2019.

Curricular and Program Changes

Starting in 2018, Silver Creek partnered with San José State University in offering Political Science 1 and Macroeconomics to 12th-grade students through Dual Enrollment. About 60 students enrolled in the courses and earned high school and university credit each year. These courses met the 12th-grade required courses of American Government and Economics. In 2021 the program grew to 70 students.

According to district sources, a notable difference in this cycle is the absence of the campus NJROTC program, which the district closed in 2020 after several years of a principally financial dispute. In 2019-2020 we still had students enrolled in Naval Science with two instructors. One instructor who left mid-year was not replaced, and the program ended before the beginning of 2020-2021. It should also be noted that the statement below in [Chapter II](#), section C2 from Support Services includes what previously was called Counseling.

Since our last self-study, we've seen a significant expansion of CSU-approved English ERWC and math MRWC courses for seniors. Senior passing with a "C" or better in these courses are exempt from respective CSU placement exams.

The impacts of these programs are yet to be concretely studied given the intrusion of Distance Learning 2020-2021. Still, there are impacts for our [SPSA](#) goal #1 of offering sufficient diversity of programs to prepare all students for college and career.

Multi-Tiered Systems of Support (MTSS)

In 2021-2022, we added a 1.0 Teacher on Special Assignment (TOSA) to lead the implementation of Multi-Tiered Systems of Support as part of a district-wide movement. In short, MTSS is a nationally-recognized tool and process for improving teaching and learning that the State of California has adopted. The district hired a consultant firm, Collaborative Learning Solutions, to train and implement MTSS at our 13 schools across the district starting in 2017-2018. The district split our schools into two cohorts: Cohort 1 schools began implementing in the 2017-2018 school year, while Cohort 2 began implementing in the 2019-2020 school year.

As a Cohort 2 site, we began our MTSS work with the support of a coach in the 2019-2020 school year. Additionally, in the 2019-2020 and 2020-2021 school years, the principal created a .4 assignment for a Professional Development/MTSS Coordinator at our site to support this work. We developed the MTSS Tier 1 Team, including parents and students. We began creating our grad profile (also known as behavior expectations) and revised our mission and vision (also known as our theory of action) in the team and the larger community. The site has identified Tier 1 Supports and continues to create more support for all stakeholders. Our Professional Development committee created an [interpretive tool](#) that helps staff see how MTSS' goals are indeed our own.

In the 2021-2022 school year, the district ended its contract with CLS and renavigated its MTSS vision. Each site hired an MTSS Implementation Coordinator TOSA who works closely with the site and district leadership team and staff to develop and implement strategies and personalized, multi-tiered approaches to meet academic student needs. The MTSS Tier 1 Team looks at student data to evaluate student needs and then either implements initiatives or delegates them to other teacher teams, such as the Professional Development Committee.

In the renavigation of the MTSS district vision to streamline MTSS in the district, district leadership dissolved the cohort framework, and now all 13 sites are focused on Tier 1 supports. MTSS TOSAs meet monthly to receive training and collaborate to support individual sites. The district vision is to create robust Tier 1 supports, as our district has an overabundance of individualized Tier 2 and 3 supports to compensate for limited Tier 1 supports used as common assurances.

Our key MTSS Tier 1 Team accomplishments since 2019 are:

1. Creation of the Theory of Action Theory of Action: When students and staff are seen and heard for who they are and what they will become, we will have a creative, kind, and engaged learning community where we build equity, so all learners are respected and prepared to be successful in school and beyond.

2. Creation of our grad profile (formerly known as ESLRs, also known as behavior expectations in MTSS language)
 - a. The [CREEK Way](#) (Creative, Respectful, Equitable, Engaged, Kind)
3. MTSS Tier 1 Team
4. Distance Learning Support Guide (in response to increased seniors not on track to graduate per changed digital learning environment)
5. Freshman Connection Tour
6. Culture and climate make The CREEK Way visible and real at our campus
7. Building of Student Equity Council
8. Building of Peacemaker's Program in conjunction with City Peace (a community-based organization)

It is opportune at the turn of this six-year WASC evaluation cycle to concretely illustrate the connection between our efforts under the guidance of MTSS to improve our school culture, academics, behavior, and social-emotional learning, and the areas of focus present in our recent Self-Study inquiries. Therefore we will contextualize and examine Silver Creek High School's progress and impacts since 2016 and look toward 2025 from the lens of MTSS both here in chapter I as well as throughout this report. Impacts are already visible in students feeling safe, accepted, and able on campus ([SPSA](#) goal #2), yet we know that there is much data to gather besides Panorama student surveys.

Distance Learning

Our school was deeply impacted by the coronavirus outbreak and felt the lasting effects of the pandemic, persistent as of January 2022. On March 13, 2020, our district went into Shelter-in-Place, and schools closed. Our teachers' association and district instituted a grade floor as an equity and access safeguard so that no student could receive a grade lower than the grade they had on March 13, 2020; they could receive opportunities to raise their grade for the 2019-2020 school year via distance learning.

Our whole 2020-2021 school year was spent on Distance Learning. The district created a common block schedule, changing from our 1-7 period, 53 minute-period schedule. This schedule included tutorial time for students to access their teachers during the school day, four hours on Wednesdays for teacher collaboration, and 90-minute class periods. School sites provided one-to-one computing via Chromebooks for every student and hot spots for families needing wi-fi access.

Teachers shifted their classroom instruction from in-person learning to virtual learning, leaning heavily on Google Classroom and other virtual platforms. This was a significant change for educators and our site offered ongoing professional development and pop-up Zoom meetings

to support teachers as best as possible. Our district and site provided continuous meals to students and families and continue to offer free meals for every student in the 2021-2022 school year.

The district had strong messaging and continues to message that educators can adjust their pacing to meet student needs and encouraged prioritization of core standards and alternatives to traditional finals and summative assessments. The district coupled its messaging with professional development throughout the school year and '20 and '21 summers. Students needing wi-fi access or considerable need such as homelessness (which metastasized) were allowed to work on-site in small and safe cohorts. Our advisors virtually connected to students with a Google Classroom to help with chronic absenteeism and access to online learning.

In the spring of 2021, our district and site allowed optional on-site meetings of fixed cohorts according to current CDC and Santa Clara County health laws so that students could access their teachers and additional support in person. Additionally, multiple options arose through staff initiatives for credit recovery. The district and union later approved an initiative for Spring '20 and 2021-2022 school year to allow student "F" grades to change to "NP" as not to impact their GPAs negatively. Students could also request "P" grades respectively.

As elaborated below, distance learning and associated state-level decisions barred Silver Creek High School from concretely examining the year's efforts' impacts on our SPSA goals. However, a profitable development from dependence on online communication via Zoom, Google Meet, etc., is increased potential for community participation. Virtual meeting options have created more access to school meetings, facilitating increased family participation in monthly Coffee with the Principal meetings and increased participation in IEP/504 student meetings.

Additional Counselor and Social Worker

To meet the needs of our student body, beginning in the 2019-2020 school year, the district and teachers' association adjusted the contract to lower the ratio of students to counselors consistently across the district. This adjustment allowed our site one more counselor to better serve our students and reach our goal of having each student see their counselor one-to-one twice a year. In 2021-2022, to address students and staff's social-emotional needs, the district hired an additional full-time master's-level social worker for each site, increasing to two. The district also received funding to create Mental Health and Wellness "Calming Spaces" at each school site. Our site's Calming Space is open to students and staff during the entire school day, a place where students and staff can learn and practice their coping skills, receive drop-in support, and submit referrals for higher levels of care. The Mental Health & Wellness Center offers support groups for students and staff (grief and loss, social skills, LGBTQ+ support, yoga, art therapy) and 1:1 therapeutic counseling to students when clinically indicated. The social workers and interns assess for external referrals to our many contracted community partner agencies who offer additional support for acute mental health, psychiatry, and substance use for our students,

families, and staff. This is a concrete example of a switching system between tiers of support aligned with MTSS and supports our SPSA goal #2.

Board and District Commitment to Equity

In 2013 the Board adopted our [Equity Policy](#) revised in 2017. The foundational ideas and definition of equity for our district's Equity Policy is as follows (see link above for more):

“The Board of Trustees value the contributions made by all members of our diverse community of students, staff, parents and community groups to our mission and goals. We believe that equity of opportunity and equity of access to programs, services, and resources is critical to closing the achievement gap between our identified student groups: Hispanic, African American, Caucasian, Asian, English Learners, low socio-economic status, and students with disabilities.

The Board recognizes that certain groups in our society have not demonstrated academic success equitably. Systemic inequities and lack of instructional rigor are essential causes of low academic achievement. Socioeconomic status, culture, race, and gender are key categories for analyzing measurable outcomes.

The Board further recognizes that such inequities lead to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, and contributions of students, employees, parents, and community partners. Such inequitable treatment limits future success and prevents individuals from fully contributing to society.

Therefore, the board is committed to ensuring that equity and inclusion are essential principles of our school system and are integrated into all policies, programs, operations, and practices. The Board defines equity as:

- a. Every student receives what they need to thrive socially, emotionally, and academically
- b. Removing the predictability of success or failure based on social, racial, cultural, or economic factors eliminates opportunity and achievement gaps. (The opportunity gap is the lack of opportunities for low-income students to have access to highly qualified teachers, research-based academic programs, and access to enrichment programs. The achievement gap in the United States refers to the observed, persistent disparity in measures of educational performance among subgroups of U.S. students, especially groups defined by socioeconomic status (SES), race/ethnicity, and gender.)
- c. Interrupting inequitable practices and biases and creating inclusive and just conditions in our schools.”

Our district created an Equitable Communities statement that is used to align the district's initiatives. The Equitable Communities statement is as follows and is used in all district and site messaging and drives all initiatives:

- **ALL** students are **welcomed** as they are
- **Strengths** and areas of **growth for all students are known and supported**
- Adults **positively respond** to the social-emotional, wellness, and academic needs of every student
- **ALL** students engage with **tasks** that develop the strategic thinking skills for **full participation** in their local communities and the global society

Because our District and Board have a clear commitment to equity, our site has been able to align to the district's focus and interrupts inequitable practices to create access for all of our students. It should be mentioned that equity is also a core value of our school and is one of our Grad Profile ([CREEK Way](#)) expectations.

Since 2018 we have improved access to AP and Accelerated courses by removing the use of a contract and summer assignments, increasing the number of sections of E1A. If an AP class is over enrolled we don't just remove the lowest performing student in the room, increase students with disabilities access to mainstream classes, students have full access to AP courses, less tracking (if a students wants to take a class we let them take the course), PSAT for all 9th and 10th grade students/SAT for all 11th grade students, we don't allow deferment in Physical Education unless a student is in select specialty programs, and we allow all grade levels to repeat a course via Cyber High.

Implementation of Early Warning Systems Data

In the 2018-2019 school year, our site began to use an internal tool titled [Early Warning System](#), created by our district's Director of Data and Assessment using Illuminate software. This tool shows up as a tile in all staff's Illuminate portal, and allows staff to see their student data around all student grades, EL status, SpEd status, attendance, and other markers. The EWS tool color-codes students for their "risk" status per grades and attendance. For example, if a student in the first six weeks of school misses three school days, per the chronic absenteeism definition of missing 10% of the 180-day school year, this student would be flagged in Early Warning Systems as having a risk factor. If this student also has at least one "F" or "D" grade, their risk factor will increase, warning all of the student's teachers of the need for intervention regardless of in which class the "F" or "D" occurs.

The EWS tool has been used since 2019 as a tool for teachers at the 1st, 2nd, 4th, and 5th grading periods to clarify who in their caseload needs interventions and gives additional data points to help indicate needed supports. We have aligned our school-wide goals and professional development to our EWS data and ask teachers regularly to review the data and to examine student groups highlighted in EWS to create strategies for implementation. This process is a concrete example of using our data systems more effectively toward Tier 1 support according to

the MTSS framework.

Changes per the Law, District, and Board Policy

There have been significant operational changes that have occurred in the last few years. Our district has worked closely with [Californians for Justice](#) and has helped our district lead the way in interrupting inequitable practices and also moving for Relationship Centered Schools.

- “Student leaders also moved the ESUHSD to make A-G university entrance requirements the default curriculum for students in the district. This change helped ensure all students entering the district are given a chance to take high-quality courses and have a chance to work towards university eligibility.
- San José youth also led a major win for Relationship Centered Schools when the East Side Union High School District became the first district in the state to pass a resolution to adopt CFJ’s recommendations to create district-wide policies and establish early adopters of Relationship Centered Schools three campuses with plans to expand in future school years.”

Equity, Law and Multi-Tiered Systems of Support

Since 2019 Silver Creek High School staff have been working with new tools, some of which resulting from state legislature and others grown organically in the school community, to build professionalism and equitable educational outcomes for all students. These new tools intend to clarify our vision and produce progress towards values that we nevertheless have held for more than a decade.

As part of the movement that resulted in changes to the California Education Code’s [rules around student discipline](#), our district beginning in 2019 has built a new set of [Uniform Behavior Response](#) rules and held [trainings](#) that have deep implications for classroom management and instructional methods. In the 2021-2022 school year there has been a significant shift from punitive responses to restorative responses as our site addresses student behavior to address the whole child and to interrupt disproportionate behavior response data.

Student Support staff and site leadership are dedicated to keeping students at school in class, welcoming students and providing them the interventions to modify their behavior as much as possible. Our response to student “dress code” has changed in the 2021-2022 school year. Site leadership has messaged “clean, covered, and appropriate” since 2018. Our site in this current year abides more closely to students’ right to dress as cited from the district’s Student and Parent Handbook, “students have the right to determine their own attire as long as it is not detrimental to health, safety, the educational process or in violation of common standards of decency” and the decision by site leadership and Student Support not to punish students for their choice of dress has impacted school climate and culture.

In the 2019-2020 school year our Superintendent and Board ended our contract with the San José Police Department, removing police officers from our sites, based on lack of evidence to prove police presence impacted student safety, and demographic data showing that Latinx, African American, and students with disabilities disproportionately receive more behavior referrals and suspensions in comparison to their Asian and White counterparts.

After a whole-year quarantine, much is to be measured about the incidence and handling of behavior issues. As an outcome of our decade of offering student-support services for mental health as well as moving away from causes of the School-to-Prison Pipeline, we have worked on aligning our methods with the Multi-Tiered System of Support (MTSS), adopted from the [county level](#) through the [district](#) to our site.

Power Standards and Communication

Silver Creek High School staff are very aware of how far we have to come in recovery from the entire 2020-2021 school year we spent in Distance Learning. Our [2020-2021 schedule](#), in force from day 1 to 180, deprived our students and us of the routine time and relationships that give our school its reputation. We are compelled to look at the essentials to derive lessons from our self-study.

In Fall 2020, we scrambled to learn what our students needed. We made efforts to [systematize our syllabi](#) and Zoom links, to help students get used to the schedule. We collaborated on how to instruct, how much work to assign, how to handle valid assessments. We learned hard lessons about students' preparation to manage their Chromebooks' limitations, our staff's good-intentioned variety of learning applications and websites, and the workload itself. We came back into the classroom with much to reflect on regarding how students perceive their schedule, how they deal with grades and the feeling of being behind or off-schedule. There is more to say about this in [Chapter II](#). Staff meetings were devoted to developing what we call "[Power Standards](#)," core skills upon which departments' in-person units and our drastically-reduced distance learning delivery are built. Our tools intend to communicate within programs as well as across departments, [as recommended](#) at the close of our last Self-Study. These power standards communicate the core transferable skills that each student must learn in order for us to build a case for our instructional practices attempts to improve Social-Emotional Learning and implementation of MTSS. Since we began, the district has invited staff to the district level to develop similar devices.

As a staff, we came back on track in Fall 2021 to examine our student data from our Early Warning System as in previous semesters (see [Chapter II](#)) and discuss how to plan concrete implementation and measurement for measurement of our [SPSA](#) using such new tools.

There is a lot of detail on progress by the department. A primary document from the staff is [here](#), and our previous cycle's departmental testimony is [here](#) beginning page 34. Further progress and detail are reported below in [Chapter III](#), section C2. As we will see in [Chapter IV](#), a clear

lesson from the past three years is the need for our vision to coalesce into tools visible, useful and negotiable by the whole community.

1. Implementation and monitoring of the schoolwide action plan/SPSA aligned with LCAP goals.

Schoolwide Growth Areas for Continuous Improvement 2016 and 2019 Visits

From 2016 Full Visit Schoolwide Growth Areas for Continuous Improvement (Formerly Critical Areas for Follow-Up)	From 2019 Mid-Cycle Visit Schoolwide Growth Areas for Continuous Improvement (Formerly Critical Areas for Follow-Up)
The school is to consistently use a system to provide updated student information and grades, communication, and feedback to parents and students within a reasonable time frame.	Consistently provide updated student grades, communication, and feedback to parents
Implement a schoolwide plan with a timeline to develop formative and summative assessments and pacing guides that include measurable objectives to ensure improvement of student proficiency levels.	Develop formative and summative assessments and pacing guides
Provide ongoing professional development to train staff in the use of programs such as Illuminate, Naviance, and the school information system.	Incorporate the use of programs such as Illuminate, Naviance, and the school information system
Develop a measurable, equitable system for ongoing professional development	Establish intervention for students that do not fall into high or low performing groups.
Establish a specific and measurable plan to support and provide intervention for students that do not fall into high or low-performing groups.	Continue to develop a comprehensive guidance program and make counselors more readily available to students.
Develop a comprehensive guidance program to ensure students are given appropriate support to increase College and Career readiness.	

LCAP Goals

LCAP GOAL 1: College and Career Provide high quality common core instruction and learning opportunities using technology and resources to best meet the needs of students and increase parent engagement.

LCAP GOAL 2: Graduation Rates: Increase the graduation rate, particularly among subgroups. Ensure that students are appropriately placed in courses. Provide support and intervention programs to improve academic success.

LCAP GOAL 3: English Language Learners: Provide schoolwide academic supports and success through high quality instructional strategies and learning opportunities that increase student proficiency in literacy for both short-term and long term ELL.

LCAP GOAL 4: Decrease Suspensions: Decrease suspensions and increase alternative means to correct behavioral issues.

LCAP GOAL 5: Chronic Absenteeism: Improve student attendance through increased communication with parents, students, and staff by setting baseline expectations and building stakeholder connections.

SPSA/LCAP Alignment

SPSA Goal 1 (aligned LCAP Goal #1 and #2): All students will be guaranteed an opportunity to learn through the development of standards aligned curriculum, effective instructional practices, analysis of assessments, as well as guidance supports to prepare every student to graduate ready for college and career.

Rational(s): 2016 VT suggestions for strengthening areas mentioned by school

#1 Development of standards-curricula to better serve under-performing students

#2 Further implementation of Common Core Standards across all disciplines

#4 Staff needs to further utilize available student achievement data . . .to meet the needs of underperforming students

#5 The use of common assessments that support Common Core Standards should be used in all core areas and the results used to modify the instructional program.

#6 Teachers need continued support for developing instructional practices to better serve students with different learning styles and needs

#7 Continue to address technology needs in equipment training, along with resulting maintenance requirements

2016 Visiting team's "schoolwide critical area" of follow-up

#2 Implement a schoolwide plan with a timeline to develop formative and summative assessments and pacing guides

#4 Develop a measurable, equitable system for ongoing professional development

SPSA Goal 2 (aligned to LCAP Goals #1, #2, and #3): Improve achievement of our Hispanic, African American, SPED, ELL and socioeconomically disadvantaged populations, as well as the achievement of students who are struggling outside these subgroups.

Rational(s): Visiting team's "schoolwide critical area" of follow-up

#5 Establish a specific and measurable plan to support and provide intervention for students that do not fall in high or low performing groups.

#6 Develop a comprehensive guidance program to ensure students are given appropriate support in Career and College readiness.

SPSA Goal 3 (aligned to LCAP Goals #2, #4, and #5): Provide the physical, emotional, social and academic supports to ensure students are making appropriate yearly progress toward high school graduation.

Rational(s): 2016 VT suggestions for strengthening areas mentioned by school

#3 Update the school safety plan and provide staff with updated safety protocols earing in the school year

2016 Visiting team's "schoolwide critical area" of follow-up

#1 The school is to consistently use a system to provide updated student information and grades, communication and feedback to parent and students within a reasonable time frame.

#3 Provide ongoing professional development to train staff in the use of programs such as Illuminate, Naviance and the school information system.

Findings: As repeated throughout this self-study, Silver Creek has realigned our staff development time to stay more conscious of and focused on our LCAP/SPSA goals.

The district monitors LCAP by offering annual meetings at each site. The district invites the whole community, including educators, students, and families, to provide feedback to district-wide student data. School leaders provide their feedback in various district meetings. The district regularly reviews student and staff data to assess and monitor LCAP goals and provide action items for educators, students, and families to support student learning outcomes and overall well-being.

Similarly, the site has community meetings such as School Site Council and Coffee Talks with the Principal to engage educators, students, and families in SPSA goals and actions. Teacher teaming such as Staff Senate, Professional Development Committee, and MTSS Tier 1 Team keep LCAP/SPSA goals in focus at all times.

2. Summary of progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas for follow-up (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

Areas to be Strengthened from 2016 Full Visit:			
Action	Person(s) Responsible	Dates of Completion and Task	2017-2022 Progress
1. Further implementation of Common Core Standards across all disciplines to serve all students (high, middle, low). Including the use of data from various sources.	Individual Depts.	Ongoing Power Standards working documents by department	Tutor Center Referrals Tutor Center Sign-In Sheet
2. Update the school Safety Plan annually and provide staff with updated safety protocols early in the school year. An updated safety plan should be posted in all classrooms.	APA Safety Team	Emergency folders with directions provided by APA in September 2018. Evacuation maps updated in all rooms November 2018. Behavior response charts replaced Fall 2018. Uniform Behavior Response training to replace Uniform Discipline policy completed by staff week of 28.1.19. Presentation visible here . Training directs Staff to take student-centered, relationship-based action when students break rules and expectations.	
3. Continue to support individual and departmental technology needs in equipment and training, along with the resulting maintenance required.	Individual Depts. Individual Teachers Admin	72 classrooms on campus have chrome carts as of Fall 2018, allowing for use of more rigorous, current and student-generated materials. Training for equipment and programs is offered through the district and site-level committees. Fall 2021, all students are One-to-One via Chromebooks.	

Schoolwide Critical Areas for Follow-Up from 2016 full WASC visit:			
Critical Areas	Person(s) Responsible	Progress/Evidence	2017-2018 Progress
1. The school is to use a system consistently to provide updated student information and grades, communication, and feedback to parents and students within a reasonable time frame to ensure that all students are college and career ready.		<ul style="list-style-type: none"> Using Schoolloop to communicate grades/tool to contact parents/students/teachers. Most teachers use Schoolloop on a weekly/biweekly basis to post homework and update grades. Parents eventually need in-depth training for Naviance and Schoolloop. From March 2020 onward, teachers move to Google Classroom to post assignments and grades. '21-'22 will be the last year the District uses Schoolloop. 	<p>Teachers use Schoolloop at least weekly.</p> <p>Teachers use Google Classroom for teaching and posting grades.</p>
2. Create and implement a schoolwide plan with a timeline to develop and use formative and summative assessments and pacing guides that include annual measurable objectives to ensure improvement of student proficiency levels.	Individual Dept.	<p> Business Dept English Dept Social Studies Dept World Languages Dept Performing Arts Dept Physical Education Dept. Special Education Dept Visual Arts Dept NJROTC Science Dept Math Dept Counseling Dept </p> <ul style="list-style-type: none"> Some departments use district-provided pacing guides. '21-'22 PD focus in Formative Assessment and student data. Power Standards working documents by department 	<p>All departments developed a timeline for formative and summative assessments (timelines vary).</p> <p>Power Standards development as a school wide initiative ('20-present).</p> <p>Hired .4 Professional Development Coordinator '19-'20 now 1.0 MTSS Implementation Coordinator</p> <p>Schoolwide plan (Power Standards) initiated in '19-'20 and currently is in progress/adjustment</p>

3. Continue professional development to train staff in the use of programs such as Illuminate!, Naviance, and Schoolloop to collect student data.	PD comm., Admin.	<p><u>PD Offerings '16-'18</u></p> <p>Site PD offers many technology strands.</p> <p><u>Common PD Strand Facilitators Slide Deck Spring 2021</u> aligned with data, Grad Profile, SEL, and SWRL.</p>	<p>Feedback: <u>PD Offerings '16-'22</u></p> <p>Hired .4 Professional Development Coordinator '19-'20 now 1.0 MTSS Implementation Coordinator</p>
4. Establish a specific and measurable plan to support and provide intervention for students that do not fall into high or low performing groups.		<ul style="list-style-type: none"> • PD actively developed strands for multi-week experiences on social/emotional learning with strategies motivated by student data/needs. • PD about AVID strategies and community building, scaffolding, differentiation and teaching to students of all preparation. • 180 and AVID classes working cooperatively across years/levels. • Weekly school wide collaboration places focus on EWS student data and other initiatives such as Culturally Responsive Teaching ('19-'20) and Power Standards development ('20-present). 	<p>PD for Illuminate! And school information systems (Naviance)</p> <p>Full IST and Link Crew groups developed and implemented</p> <p>Targeted study of student data to monitor progress via EWS</p> <p>Continued development of MTSS Tier 1, 2, and 3 Supports Hired .4 Professional Development Coordinator '19-'20 now 1.0 MTSS Implementation Coordinator</p>
5. Develop a measurable, equitable system for ongoing professional development.	PD comm., Teachers	<ul style="list-style-type: none"> • <u>PD Offerings '16-'22</u> • PD is more relevant and meaningful to improve education and experiences for students and teachers. • PD collects staff feedback Strands as part of the implementation cycle. • Application of PD opportunities within 	<p>Feedback: <u>PD Offerings '16-'22</u></p> <p>PD to continue surveying the staff about PD needs.</p>

		<p>the classroom, use of staff's <i>pineapple chart</i> ('17-'18) for scheduling non-evaluative peer to peer observations.</p> <ul style="list-style-type: none"> ● Fall and Spring PD Strands aligned to school's/district mission and vision ● "Pop-Up" PD to meet the needs of all staff per the pandemic. ● Continuous review of school wide student data. 	Hired .4 Professional Development Coordinator '19-'20 now 1.0 MTSS Implementation Coordinator
6. Develop a comprehensive guidance program to ensure students are given appropriate support to increase Career and College readiness.	Counselors Admin. Teachers	<ul style="list-style-type: none"> ● Parent presentations by counselors per grade level. ● District Parent Empowerment Conference ● AVID/180 Degrees/After school tutoring/teacher office hours ● Need to establish a new college and career center. Considering location in the school library ● Hired an additional full time counselor ● Use of Naviance for 4 year planning and for College and Career Exploration. Naviance is used to collect exit information from seniors such as college acceptances. 	<p>A-G posters in all classrooms</p> <p>Parent presentations per grade</p> <p>Students meet with their counselors face to face twice a year</p>

Findings: The table above outlines the progress our site has made in the Growth Areas for Continuous Improvement formerly known as Critical Areas for Follow-Up. During the mid-cycle review in 2019, the WASC visiting team removed the Growth Areas for Continuous Improvement of establishing an equitable system for continued professional development. The school continues to strengthen professional development by **more substantial alignment to student data** and focused school-wide initiatives using MTSS. The MTSS Tier 1 Team reviews school-wide data regularly, brainstorms the next steps based on the category of focus, and then either runs the initiative or delegates to a more appropriate group. From the 2019 school year (our first MTSS year) onward we have had significant improvement in the cycle of improving student academic, behavioral, and SEL needs. This strengthening in teacher teaming supports other Growth Areas for Continuous Improvement including "Continue professional development to train staff in the use of programs such as Illuminate, Naviance, and Schoolloop to collect student data"; "Establish a specific and measurable plan to support and provide intervention for students that do not fall into high or low performing groups"; and, "Create and implement a schoolwide plan with a timeline to

develop and use formative and summative assessments and pacing guides that include annual measurable objectives to ensure improvement of student proficiency levels.”

While there is continued work needed in College and Career readiness supports for all students, there has been considerable movement in “Create[ing] and implement[ing] a schoolwide plan with a timeline to develop and use formative and summative assessments and pacing guides that include annual measurable objectives to ensure improvement of student proficiency levels.” The hire of a .4 turned 1.0 MTSS Implementation Coordinator allows for more focused support in the planning and implementation of academic, behavioral, and SEL needs of the whole school. We will continue to do the work of prioritizing standards and providing common curricular assurances that we have named “Power Standards” as we move forward in our school-wide mission and vision. Embedding College and Career readiness support as common assurances is another aspect of the continued work in our academic moves. We have a clear vision in strengthening our systems of support (MTSS) in what we call Power Standards (curricular alignment and common assessments), SWRL (common assurances focused on ELL needs), and MTSS Tier 1, 2, 3 Supports for students’ and staff’s academic, behavioral, and SEL needs.



Chapter II: Student/Community Profile and Supporting Data and Findings

Chapter II: Student/Community Profile and Supporting Data and Findings

We begin Chapter II with a reminder that Silver Creek staff have renewed our site goals since our previous inquiry cycle to stay focused on the [SPSA](#), LCAP and district-wide goals when approaching all business from PD to the WASC output.

Therefore, where our [previous inquiries' goals and Visiting Team notes](#) could have more vague language, we have responded to our Visiting Teams' notes as well as district goals by pinpointing target areas for growth. Our [LCAP goal headings](#) have broad descriptions, but specifically we are engaged toward the improved "achievement of our Latinx, African-American, SPED, ELL and SED" students, replacing the "underperforming students" or "students not high or low" of our previous inquiries.

Through several cycles of accreditation, we have worked to make better use of data systems, and [Early Warning System](#) (EWS) is an effective and elegant application of our Illuminate data program to that end.

Nevertheless, as we heal from distance learning, the grade data hides a variety of truths about our pedagogy. For example, anecdotally, in the first grading periods Fall 20 and Fall 21, many teachers gave more credit for routine completion and participation than in traditional rubric-graded assessment. Therefore not all students' primary problem may be with passing tests, but rather with the basics of social interaction, ability to focus at home, access to their teacher, and time management required by their classes. This is an illustration of why we are focusing on implementation of MTSS supports to provide more access to supports for all students.

Further, we as a staff started a movement in January 2021 to allow students to demonstrate skills sufficient to recover Fall 20 "D" and "F" grades during the second semester, which turned out not to be unique to us with the July 2021 ratification of California [AB104](#). Our analysis of student achievement will therefore be significantly blinded for the next few years, including by soft data from MTSS implementation, but we are communicating and planning to bridge that gap.

We will be examining data on the latter student groups' performance here in Chapter II and our own work in Chapter III, searching for truths about how our methods and campus culture produce the data, and for truths in our post-quarantine data analysis.

A. General Background and History

1. Community

Silver Creek High School opened in September 1969 to serve the growing population of the Evergreen Valley area of Southeast San José at the foot of the San Felipe Hills South. Since then,

the school has grown to a student body of more than 2,400 that receives equal access to quality education in a safe, healthy, challenging, and caring environment. Many students are from homes where the primary language is not English and/or from single-parent/guardian homes. The fact that we serve a culturally, academically, and economically diverse community is Silver Creek's greatest asset and attraction. Silver Creek's programs are designed to serve all students, providing each student regardless of background, interests, or ability with multiple opportunities to succeed and to reach their fullest potential in preparation for college and career.

To address the diverse needs of our student body, we offer numerous Advanced Placement and advanced courses to meet the needs of students seeking a greater challenge and support classes for students requiring additional academic assistance. Due to the success of our 180 Degrees Program, we have expanded it to include 9th- and 10th-level classes, and we expanded our AVID program to help move the students in a positive direction.

As stated in Chapter I, the goal with the support of all of our stakeholders is to create an equitable community where all [students are welcomed as they are](#), and their strengths and areas of growth are known and supported. Adults will respond positively to the social-emotional, wellness, and academic needs of every student. We believe in instilling the values of the [CREEK Way](#) into our daily routines both in and out of the classroom that Silver Creek students leave high school with the skills of being creative, respectful, equitable, engaged, and kind.

Silver Creek has multiple methods for involving parents besides PTSA outreach and the digital connections of Schoolloop and ECARMS application-management system (where ie., Illuminate is for our district). Two parents at a time comprise our site's district-directed District Language Acquisition Committee besides the parent presence on School Site Council, Ninth-Grade Orientation (when not under pandemic restrictions), and regularly scheduled events such as Coffee with the Principal. Our Parent Community Involvement Specialist and a counselor attend all EL meetings and support parent needs, such as with Migrant Ed, McKinney-Vento, and families of students with chronic absenteeism. The district provides for translation when not locally available via our Language Line.

As a member of the East Side Union High School District (ESUHSD), SCHS participates in the East Side Alliance, which consists of the ESUHSD and seven elementary partner districts: Alum Rock, Berryessa, Evergreen, Franklin-McKinley, Mt. Pleasant, Oak Grove, and Orchard. These groups function collaboratively towards common goals supporting a collaboratively-developed Vision and Mission that empower our students through "Advocacy, Programs and Innovation" based on expanding instruction in STEM career pathways.

The East Side Alliance is also a member of the Silicon Valley Education Foundation (SVEF), which helps develop STEM curricula, institute new programs, and raise funds for expanding services for our student's success. Three important goals of the SVEF are to increase the percentage of graduates that are eligible to apply to the CSU and UC systems; to train students to

successfully fill the wide range of jobs currently unfilled in the STEM career paths; and to address the wealth, race, and gender gaps that exist in our communities by supporting public education.

As the data below will illustrate, our family and community trends continue to describe a U-shaped distribution of socio-economic status, with highly-prepared, motivated and family-supported students on one end; lower-prepared, disadvantaged, EL, and immigrant students on the other, with little between. The academic performance follows socioeconomic status with frustrating regularity. As we will identify in [Chapter IV](#), an ongoing challenge involving parents according to their preparation, schedule, and resources is a challenge for our implementation of MTSS.

2. Staff Description

TEACHING STAFF BY GENDER AND ETHNICITY

Academic Year	Gender	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
2020-21	Female	14	0	11	0	6	5	35	3	0	74
	Male	14	0	14	0	4	4	12	0	0	48
2019-20	Female	12	0	11	0	6	5	41	2	0	77
	Male	10	0	13	0	3	4	15	0	0	45
2018-19	Female	15	0	8	0	3	6	33	3	0	68
	Male	10	0	13	0	2	4	18	0	0	47
2017-18	Female	13	0	8	0	4	5	28	3	0	61
	Male	11	0	13	0	2	5	21	0	0	52
2016-17	Female	11	0	9	0	4	5	28	0	0	57
	Male	11	0	11	0	2	5	24	0	0	53

Findings: Since 2016, the number of teachers has increased by 12. The number of female teachers has increased by 17(57-74), and the number of male teachers has decreased by 5 (53-48). During the 2020-21 school year, there were 26 more female teachers than males compared to the 2016-17 school year, where there were only four more female teachers than male teachers. The ethnicity of teachers has stayed relatively consistent.

As mentioned in [Chapter I](#), 40% of Silver Creek's faculty has been new since 2016. A [poll](#) taken in August 2021 shows that 10% of Silver Creek teachers have five years or less of teaching experience, making 20% with ten total years or less. As the data above indicate, 38% of our faculty is European American, 23% Latinx, 20% Asian American, and 7% African

American. We are well aware of historical [trends in teacher diversity](#) and [research](#) that suggests positive student outcomes working with a faculty of commensurate diversity.

We currently have six Counselors with a shared student load of approximately 415 students per counselor. We have two Social Workers (one added in 21-22), one school Psychologist, two Advisors, one Speech and Language Therapist, one Instructional Coach (shared with another site) on staff and our school Librarian, who rotates between our school and another site in the district approximately 2 – 3 days a week. Other critical members of our classified staff are the Support Services Technician, the Parent and Community Involvement Specialist, Attendance Secretary and Clerk, Counseling Technician, Principal's Secretary, and Health Clerk (shared with another site).

***Full-time Equivalent (FTE) of Classified Staff**

Academic Year	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
2020-21	0.00	5.88	0.00	1.00	17.34	0.00	5.75	0.00	29.97
2019-20	0.00	5.00	0.00	1.88	17.34	0.00	6.63	0.00	30.85
2018-19	0.00	4.13	0.00	1.88	19.84	2.50	4.13	0.00	32.48

*This report contains the number of full-time equivalent of classified staff members reported by racial/ethnic designation reported as part of the annual California Basic Educational Data System (CBEDS) submission.

3. School Purpose and ACS WASC Accreditation History

Below is a slide that the leadership team uses at All-Staff, Staff Senate, and Parent meetings that remind our site and community of our mission and whole vision. We have rooted in our district's Equitable Communities Plan introduced in the 2017-2018 school year, which is derived from our district's [Equity Board Policy](#) adopted in 2013, as well as in our Theory of Action, which is our mission and vision statement that includes our CREEK Way (schoolwide learner outcomes/behavior expectations/grad profile).

Silver Creek High School's graduate profile is described in the CREEK Way, built with input by all stakeholders over a year of development. Organized implementation of the CREEK Way was stalled due to Distance Learning, and work is still needed to democratize implementation among an engaged student body. The MTSS Tier 1 Team made [the CREEK Way Behavior Matrix](#)

before Sheltering in Place 2020, and this tool can be used in many ways by all community members.


Mission - When students and teachers are seen and heard for who they are and who they will become, we will have a creative, kind, and engaged learning community where we build equity so all students are respected and prepared to be successful in school and beyond.

Vision- We Lead. Others Follow.

<p><u>Transferable Skills</u></p> <p>Speaking Writing Reading Listening</p>	<p><u>Equitable Communities</u></p> <ul style="list-style-type: none"> • ALL students are welcomed as they are • Strengths and areas of growth for all students are known and supported • Adults positively respond to the social-emotional, wellness, and academic needs of every student • ALL students engage with tasks that develop the strategic thinking skills for full participation in their local communities and the global society 	<p><u>MTSS:</u></p> <ul style="list-style-type: none"> • Ensures all students, including both struggling and advanced learners, are achieving to high academic and behavioral standards • Individual student progress is monitored and results are used to make decisions about further instruction and intervention • A framework/structure used to organize practices and unify them to support student outcomes
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Theory of Action: When students and teachers are seen and heard for who they are and who they will become, we will have a creative, kind, and engaged learning community where we build equity so all students are respected and prepared to be successful in school and beyond.

Graduate Profile

	<h1>The CREEK Way</h1> <p>We Lead. Others Follow.</p>
CREATIVE	Every Raider is willing to take risks, fail, and grow.
RESPECTFUL	Every Raider respects themselves, others, property, and community.
EQUITABLE	Every Raider has or creates opportunities to be successful.
ENGAGED	Every Raider is actively involved in the school community.
KIND	Every Raider interacts with empathy and supports others.

ACS WASC accreditation history

Silver Creek High School has been accredited by ACS WASC since the initial visit in June 1970, resulting mostly in 6-year (or 5 in the 1970s) accreditations. A complete timeline is available [here](#). Our previous two accreditation visits took place in March 2016 and March 2019, the latter a two-day review in a 6-year period.

4. LCAP-identified needs and description of goals, actions, and services

a. Process for gathering parent and community input

Silver Creek has created student achievement goals based on the district's LCAP goals, partly in response to our [2019 Visiting Team's notes](#) but also as we've become more organized. All five goals are aligned to the California Key Performance Measures available at the Dashboard. The parents and community are given an opportunity to have input twice each school year, and the School Site Council also reviews and adjusts regularly.

b. State the identified needs and goals taken from the district LCAP that apply to the school and the metrics that will measure progress and goals.

Since our 2019 visit, Silver Creek’s Professional Development Committee, Staff Senate, and other committees have condensed our identified student needs and efforts to deliver equitable instruction into our SPSA, and through the 2020 quarantine, worked to align our efforts, such as the power standards and MTSS implementation, always within the context of our SPSA.

LCAP GOAL 1: Provide high quality instruction, learning opportunities, as well as guidance supports to prepare every student to graduate ready for college and career.

SPSA and WASC Goal(s)	Key Strategies	Metrics
<p>Increase the number of EL, African American and Latinx students participating in AP courses and took at least one AP exam by 2%.</p> <p>Focus on improving the percentage of graduating students with disabilities by 2%.</p> <p>Increase the number of EL students passing the CAASPP at or above grade level in ELA and math by 2%</p> <p>Increase the percentage of seniors completing A-G track by 2%.</p>	<p>Implement a matrix for the newly agreed-upon skills that we want all graduates to have when they leave. CREEK Way- Creative, Respectful, Engaged, Equitable, Kind students.</p> <p>Agreement of Power Standards for each course and development of common assessments both formative and summative based on speaking, reading, writing and listening. (S.W.R.L)</p> <p>Counselors will review graduation inventories and make sure students are enrolled in appropriate courses the following year to meet A-G requirements.</p> <p>Offer summer school sections to students who received a D or F grade during the school year for an opportunity to recover credit/grade in the A-G coursework.</p>	<p>College & Career Readiness (California State Dashboard)</p> <p>A-G Eligibility (Local analysis)</p> <p>Grade Data (Local analysis)</p> <p>AP Enrollment (ESUHSD data)</p>

LCAP GOAL 2: Provide the physical, emotional, social, and academic supports to ensure students are making appropriate yearly progress toward high school graduation

SPSA and WASC Goal(s)	Key Strategies	Metrics
<p>Improve achievement of our Latinx, African American, SPED, ELL and SED as well as the achievement of students who are struggling outside these subgroups.</p> <p>Improve the number of seniors successfully meeting and completing A-G by 2% in identified</p>	<p>Continue the training for, and implementation of MTSS Tier 1, 2, 3 interventions with a focus on Tiers 2 and 3. The PD team will look at proven strategies that increase student engagement and success.</p> <p>Develop and utilize formative and summative assessments to guide</p>	<p>Graduation Rate (CA Dashboard, ESUHSD Data)</p> <p>A-G Eligibility (Local analysis)</p> <p>Panorama Data (school connection & belonging)</p>

groups. Increase Graduation rate by 2% in identified groups	instructional decisions to enhance learning and create common assessments. (WASC) Provide credit recovery options (After school tutoring, Cyber High, Grad Academy)	
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LCAP GOAL 3: Provide the program, supports, and instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term English Learners

SPSA and WASC Goal(s)	Key Strategies	Metrics
Increase EL A-G completion rate from 20.3% in 2020 to 23% in 2021-22 Increase EL Graduation rate from 88.8% in 2020 to 92% in 2021-22. Increase EL Reclassification rate from 27.2% in 2020 to 30% in 2021-22.	Conduct ongoing one-on-one meetings with Long term EL students. Implement best practices and strategies that focus on improving speaking, writing, reading, listening (SWRL) for EL students. Develop more training in culturally relevant pedagogical techniques for teachers.	EL Graduation Rate (CA Dashboard) Reclassification Rate (ESUHSD Data) EL A-G Completion Rate (CA Dashboard) AP Enrollment (ESUHSD data) College & Career Readiness (California State Dashboard)

LCAP GOAL 4: Establish and sustain healthy school cultures through relationship-centered practices that keep students engaged in their learning environment and are designed to improve student behaviors.

SPSA and WASC Goal(s)	Key Strategies Connected	Metrics
Decrease full day suspensions from 1.5% in 2019 to 1% in 2021-22. Decrease full day suspensions for students with disabilities from 5.1% in 2019 to 4% in 2021-22. Decrease full day suspensions for African American students from 5.3% in 2019 to 4% in 2021-22.	The school will sustain healthy school cultures through the relationship-centered practices of: uniting social emotional learning and academics, creating opportunities for and valuing of student voice, interdisciplinary collaboration, and collaborative curricular planning. The behavior team will encourage and support teachers in establishing classroom norms, procedures and expectations aligned with The Creek Way as well as East Side Equitable Communities through	Suspension Rate (CA Dashboard) SHAPE Data Panorama (sense of belonging and connection) Panorama (knowledge/fairness of discipline & rules)

	the lens of the Multi-tiered Systems of Support (MTSS).	
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LCAP GOAL 5: Engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school.

SPSA and WASC Goal(s)	Key Strategies Connected to SPSA and WASC	Metrics
<p>Improve student attendance through increased communication with parents, students and staff, setting baseline expectations and building stakeholder connections.</p> <p>By June of 2022 Increase daily attendance from 97.6% to 98%</p> <p>Increase the number of parent contacts during Coffee Talks from 55 to 75</p> <p>Increase Student Connectivity/Sense of belonging from 66% to 70%</p>	<p>Use the Early Warning System (EWS) through Illuminate to identify in a timely manner students who are missing class.</p> <p>The safety team will conduct meetings with students and families to review and discuss attendance and to make appropriate referrals to support personnel as needed, including but not limited to the School Social Worker, Academic Counselors, Athletic Directors, Activities Director, and partners such as San José Safe Schools.</p> <p>Showcase weekly self-care videos produced by student groups</p>	<p>Attendance Data (ESUHSD, CA Dashboard)</p> <p>Raawee/ EWS</p> <p>Panorama Survey</p> <p>Student Support Center Referrals</p> <p>Coffee Talks</p>

Findings: our SPSA is essentially set up to work toward equity. The goal of increasing graduation in target groups Latinx, African-American, SPED and SEL by 2% per year presents the challenges elaborated in further SPSA goals such as the development of culturally-responsive pedagogy, student ownership of the CREEK Way, and measurement of the increase in student sense of belonging.

B. Program Data - Description of the Programs

1. General education program of study that all students experience.

The district follows a traditional education program that exceeds the graduation requirements set by the State of California. In order to graduate, students must complete 220 credits and pass the following courses:

Subject	Credits Needed	Subject	Credits Needed
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English	40	Math	20
Social Science	30	Science	20 - 10 life and 10 physical
Math	20	World Language or Visual or Performing Arts	10
Physical Education	20	Elective Credits	80

Silver Creek has worked all along to foster academic success with efforts such as an expansion of access for all students to the Advanced Placement Program. Since 1989 Silver Creek High School has gone from 2 AP classes to 24 AP courses comprising 44 sections. Silver Creek has eliminated most impediments to entry into these classes. In some areas, prerequisite classes must be taken prior to entrance. All gatekeeping devices have been removed, and all students are encouraged to take an AP course and write its exam.

The staff and administration at Silver Creek High School are committed to fostering a climate in which students are encouraged to challenge themselves academically and experientially in an environment where a rigorous and challenging curriculum is offered to students at all levels, with appropriate support as needed. There is a wide range of mostly A-G electives in our curriculum ([See Course Catalog](#)). In our findings below, we will see how our course offerings depend on fostering a school climate in which all student demographic groups feel sure of success.

In addition to strong and varied curricular offerings, Silver Creek High School provides extensive extra and co-curricular programs, including athletics, clubs, fine arts, performing arts, vocational and academic competitions, and volunteering in the community. These activities foster student and staff involvement and interaction outside the classroom. The socialization benefits provided by extra and co-curricular activities help foster a healthy balance between personal choices, academic requirements, and strong school culture.

In partnership with family, community, and local businesses, Silver Creek is committed to providing equal access to quality education in a safe, healthy, challenging, and caring environment to all of our students. Providing a rigorous curriculum in a supportive, empowering academic setting, we prepare each student to graduate prepared for college, the workplace, and beyond, as well-informed, responsible citizens equipped to continue their own education. Given the rich diversity of our student body, our efforts are focused on providing optimal learning situations to meet the individual needs of each of our students. This focus has resulted in curricular offerings and rigorous programs including opportunities for limited English proficient students, for students with learning challenges and for career-motivated students. Most of our students seek further education at a community college and/or four-year colleges or universities after graduation.

Our Foster Youth students, and our students who may be covered by the McKinney-Vento Homeless Education Assistance Act, are eligible by state Education Code to complete a course of study for graduation that holds them to 130 total credits. During Distance Learning, AB104 was signed into legislation allowing students in the class of 2021 and class of 2022 to graduate with the same criteria. [Here is the Class of 2022 AB104 Notification Letter and Requirements.](#)

2. College and Career Programs

Silicon Valley Career Technical Education Center (SVCTE)

SVCTE offers juniors and seniors the opportunity to get certified in one of 24 industry sectors. SVCTE students spend half of their day in core classes at Silver Creek High School and then are transported to SVCTE. Students earn 15 credits each semester for successful completion of their SVCTE classes. Since vocational classes are experiential classes whose goal is to develop employable skills and habits, students must have good attendance. SVCTE provides students with training that will enable them to enter the workforce, attend technical schools, or continue their career path at the college level. Over half of the courses taught at SVCTE meet one of the UC/CSU A-G requirements. Silicon Valley Career Technical Education offers students an opportunity to learn technical skills through career training in a field of their choice while earning high school and college credit. Students can select from 24 different certificate programs. Instructors are experienced professionals from the different industry sectors, and all programs are articulated with local colleges.

Linked Learning Pathway

In 2017, Silver Creek High School introduced a renewed, innovative Linked Learning program for students interested in preparing for a career in Business Finance. The Linked Learning Business Finance Pathway offers Silver Creek students a unique opportunity to prepare for post-secondary education and the workforce. Students enrolled in the Business Finance Pathway will take Introduction to Business, Accounting, and Economics of Business Ownership. There is an emphasis on creating business plans and competing at the Network For Teachers of Entrepreneurship Challenge. Students also have opportunities for internships during the summer of their junior year.

[ASSETs \(Goodwill 5 year grant\)](#)

The After School Safety Enrichment Teens (ASSETs) program is an opportunity for students to enrich their high school experience by participating in all the programs we offer after school. It is an opportunity for students to improve their social and interpersonal skills, establish relationships with their teachers and peers, create a sense of belonging, and improve their academic performance. The program is funded through the Goodwill Grant. Everyone is invited, including

community members. The program is free of charge. The program concluded at the end of the 2017-2018 school year, but was awarded another 5 year grant beginning in the Fall of 2019-20.

AVID

AVID (Advancement Via Individual Determination) is designed to be a four-year elective program. Students are selected to enroll in AVID through a process that can include recommendations from middle schools and an application. The profile of an AVID student is currently doing adequate work in school and who has demonstrated the potential to be accepted by at least one four-year university but might not have the support at home needed to help make that happen. Through the AVID program, students will be placed in rigorous academic classes, will have resources made available to help them achieve academically, and will have at least one adult on campus to work with during their entire high school career to give them the skills needed to apply to and succeed in college.

180 Degrees Program

The 180 Degrees program is a year-long elective class that aims to improve student confidence, academic achievement, personal relationships, and social interaction. The program uses a social/emotional learning approach and employs reflection, study skills, organization time, and other means to achieve these goals. 180 Degrees facilitators work with parents and other teachers to assist students. Facilitators also record and track grades, discipline, attendance, and personal development throughout the year to monitor student progress. The 180 Degrees program has grown from one to three classes, available to 9-12th grade students until graduation as needed. AVID and 180 degrees courses are run by trained and experienced teachers who provide time and situations in which target groups such as African-American and Latinx get the time, attention and chances needed to potentially increase their sense of belonging and keep graduation credits as required in our SPSA goals.

Concurrent Enrollment

An academic partnership exists with Evergreen Valley College, De Anza College, Mission College, and San José City College. Silver Creek students can take classes concurrently at these sites while earning credits toward graduation and college credits. Some students who enroll in community college courses do so to improve a grade of 'D' or 'F.' Some students take community college courses to help them be more competitive when they apply to university.

Independent Study Program (ISP)

Students access our district and site-based short and long-term ISP needs. For long-term ISP contracts, students go through an established referral and application process for ISP assignments that are set by the ESUHS. For short-term ISP needs, when students may be out of school for up

to two weeks, an onsite process assigns volunteer teachers to work with individual students to ensure that their ISP work contracts have been completed. Students who are experiencing extended physical or mental health issues can also apply for Home Hospital Instruction through our school district's Office of Student Services.

Step Up to College: Dual-Enrollment Opportunities

Silver Creek also has offered Step Up to College since 2018 through a connection with San José State and Silver Creek High School, allowing students to attend Step Up courses in government and microeconomics. Upon completion, students can purchase CSU credit through SJSU for less than \$10.

3. Online Instruction Options

Our only schoolwide online instruction resource is Cyber High. Students who desire to recover lost credits, or improve a “D” or “F” grade, can enroll. This program delivers curricular content that draws on various educational theories and methods that focus on critical thinking and performance-based problem-solving. Courses are structured using practices that create meaningful content that meets required California State and Common Core Standards and emphasizes cultural validation and exploration to promote student empowerment and confidence.

4. Services and Programs Funded Through Federal Title Grant Programs, LCAP in school Action Plan, English Learner Needs, Low Income and Foster Youth Students.

a. English Learners Outreach

Our LCAP goals for EL students' performance are clearly aligned with the goals set down by the East Side Union High School District. Our WASC Action Plan and our School Plan for Student Achievement ([SPSA](#)) have site specific goals for our EL student's that are clearly tied to the district's LCAP Goal 3, “Provide the program, support, and instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term English Learners.”

The strategies used to achieve our goal is to: 1. Conduct ongoing one-on-one meetings with Long Term EL students. 2. Implement best practices and strategies that focus on improving speaking, writing, reading, listening (SWRL) for EL students. 3. Develop more training in culturally relevant pedagogical techniques for teachers.

To support EL students, Title 1 funds have been used to release a teacher for one period to focus on targeting 30 LTEL students, reviewing their grades and progress with them, their teachers and families. These 30 students are selected by reviewing data including standardized test scores, grades, years in the USA as well as behavior record. The coordinator offers resources for academic assistance and help with reclassification, especially passing the ELPAC,

as needed.

The total number of ELs is approximately 13% annually and approximately 41% of the students are redesignated each year. More than half of the students are considered Ever-EL. The CA Dashboards show that EL students are 37 points below standard on the ELA test and 77 points below standard on the math test. Students in this subgroup in both designated ELD classes and integrated ELD instruction throughout the curriculum remains a targeted focus of our academic improvement efforts

b. Low income/socio-economically disadvantaged students and foster youth:

In January 2022, we currently have 21 McKinney-Vento students and have eight students listed as in the foster system. Our Parent and Community Involvement Specialist (PCIS) engages in-home outreach to support students and families navigating the school systems and assisting their needs. The PCIS also facilitates the distribution of free school supplies to needy students. Credit is also due to our food service staff, who changed thanks to state-level funding to serving three meals a day for a year and a half to the under-18 public, conforming to CDC health guidelines.

5. Programs and services available for students designated with special learning needs.

Federal law orders dedicated services and processes at Silver Creek to address the needs of students designated as having special learning needs via Individual Education Plans (IEPs) for all of our Special Education students, as well as via the development of individual 504 Plans for students who may need specific accommodations in the classroom. Our previous report saw Silver Creek taking initiative to open avenues for support before diagnosis for an IEP through our popular and successful Instruction Study Team (IST) now called Student Support Team (SST) as reported in [Chapter III](#) section C2. We hope to open similar avenues through the MTSS team with time.

The goal of the district and site is to include all students in mainstream classrooms. During the 2021-22 school year, the district provided a Least Restrictive Environment Specialist (LRE) to work with teachers and students in the mainstream classrooms. Our LRE Specialist resigned at the beginning of the year and has not been replaced as of January 2022.

Resource Specialist Program

Resource Specialists are our Special Ed teachers, who in our district get a resource period for such as completing IEPs and working with their caseload's mainstream teachers. They provide instructional services to students to implement the IEP. They also offer consultation to parents and

regular staff members in assessment, curriculum and classroom management, and monitoring pupil services with regular school programs. The majority of the student's day is spent in mainstream classrooms, as reported below under “Data on Special Education.”

Special Day Classes

Students with more intensive educational needs may require Special Day Classes. Placement in Special Day Classes shall occur only when the nature of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Typically 50% or more of the student's day is spent in Special Day Classes. Our site is one of four in the district that serves students diagnosed with severe autism. There are approximately 28 students in the self-contained program.

C. Schoolwide Learner Outcomes/Graduate Profile - CREEK Way

1. Apart from our data on graduation and UC/CSU A-G completion, measurement of the degree to which students FIT? The grad profile is unavailable because we are still in the implementation phase of the CREEK Way and its [behavior matrix](#).

D. Demographic Data - Findings, trends, or patterns for the data areas

a. Parent Education Level

**Parent Education Level: High School Graduate?
(Number)**

Academic Year	Total Students	Yes	No	No Response
2021-22	2,422	2,115	268	39
2020-21	2,497	2,156	299	42
2019-20	2,428	2,066	324	38
2018-19	2,435	2,052	350	33
2017-18	2,537	2,113	389	35

**Parent Education Level: High School Graduate?
(Percent)**

Academic Year	Total Students	Yes	No	No Response
2021-22	2,422	87.3%	11.1%	1.6%
2020-21	2,497	86.3%	12.0%	1.7%
2019-20	2,428	85.1%	13.3%	1.6%
2018-19	2,435	84.3%	14.4%	1.4%
2017-18	2,537	83.3%	15.3%	2.4%

2. Student Enrollment

Demographic Data

STUDENT ENROLLMENT BY GENDER

Academic Year	Total Students	Total Female	FEMALE (NUMBER)				FEMALE (PERCENT)			
			Gr 9	Gr 10	Gr 11	Gr 12	Gr 9	Gr 10	Gr 11	Gr 12
2020-21	2,497	1,266	296	334	323	313	23.40%	26.40%	25.50%	24.70%
2019-20	2,428	1,245	325	337	313	270	26.10%	27.10%	25.10%	21.70%
2018-19	2,435	1,233	321	322	275	315	26.00%	26.10%	22.30%	25.50%
2017-18	2,537	1,265	338	294	328	305	26.70%	23.20%	25.90%	24.10%
2016-17	2,498	1,235	306	328	305	296	24.80%	26.60%	24.70%	24.00%

Academic Year	Total Students	Total Male	MALE (NUMBER)				MALE (PERCENT)			
			Gr 9	Gr 10	Gr 11	Gr 12	Gr 9	Gr 10	Gr 11	Gr 12
2020-21	2,497	1,231	349	275	311	296	28.40%	22.30%	25.30%	24.00%
2019-20	2,428	1,183	276	310	302	295	23.30%	26.20%	25.50%	24.90%
2018-19	2,435	1,202	301	320	304	277	25.00%	26.60%	25.30%	23.00%
2017-18	2,537	1,272	315	311	301	345	24.80%	24.40%	23.70%	27.10%
2016-17	2,498	1,263	325	307	348	283	25.70%	24.30%	27.60%	22.40%

STUDENT ENROLLMENT BY ETHNICITY (NUMBER)

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2020-21	2,497	41	10	1,204	213	817	19	118	54	21
2019-20	2,428	45	8	1,173	214	819	20	117	29	3
2018-19	2,435	50	8	1,206	234	797	17	106	16	1
2017-18	2,537	63	6	1,251	251	828	19	103	12	4
2016-17	2,498	56	6	1,174	254	862	21	106	19	0

STUDENT ENROLLMENT BY ETHNICITY (PERCENT)

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2020-21	2,497	1.6%	0.4%	48.2%	8.5%	32.7%	0.8%	4.7%	2.2%	0.8%
2019-20	2,428	1.9%	0.3%	48.3%	8.8%	33.7%	0.8%	4.8%	1.2%	0.1%
2018-19	2,435	2.1%	0.3%	49.5%	9.6%	32.7%	0.7%	4.4%	0.7%	0.0%
2017-18	2,537	2.5%	0.2%	49.3%	9.9%	32.6%	0.7%	4.1%	0.5%	0.2%
2016-17	2,498	2.2%	0.2%	47.0%	10.2%	34.5%	0.8%	4.2%	0.8%	0.0%

Findings: As indicated above, Silver Creek is an ethnically diverse school. A majority of students are Asian (48%), and Latinx (33%). All other ethnicities are less than 9% of our student population.

Academic Year	Total Enrollment	Language	Percent of Total Enrollment that is EL and FEP
2020-21	2,497	Spanish	16.82%
		Vietnamese	32.00%
2019-20	2,428	Spanish	16.89%
		Vietnamese	32.87%
2018-19	2,435	Spanish	16.59%
		Vietnamese	34.05%
2017-18	2,537	Spanish	17.58%
		Vietnamese	33.82%
2016-17	2,498	Spanish	18.49%
		Vietnamese	32.39%

Findings: The percentage of students that are enrolled whose home language is Vietnamese (32%) has stayed relatively consistent since 2016-17. Students whose home language is Spanish (16.8%) have seen a decrease of 1.67% since 2016-17. All school-related communication that goes out to families is translated into Vietnamese and Spanish. We also use a Language line for translation for all verbal communications. This allows for all families to be engaged in the school community.

Student Enrollment by Subgroup (Percentage)

	2017-18	2018-19	2019-20	2020-21
English Learners	13.6%	12.52%	11.28%	13.17%
Reclassified English Learner	42.76%	43.16%	43.57%	41.4%
Foster Youth	.03%	.32%	.20%	.16%
Homeless Youth	.55%	.78%	.57%	.4%
Migrant Education	1.1%	.49%	.57%	.52%
Students with Disabilities	7.7%	7.8%	7.4%	7.88%
Socioeconomically Disadvantaged	47%	44.5%	43.3%	41%
All students	2,537	2,435	2,428	2,497

Data on Special Education

We are monitoring the services provided to our Special Education students to ensure access to high-quality and equitable services to this group of students. Most of our Special Education students (67%) are mainstreamed in the regular classroom; in January 2022 35% of all SpEd students are fully mainstreamed with a maximum of a support period such as a study skills hour with a SpEd teacher.

Most RSP students spend more than half of their school day in regular classrooms. Some of our SDC students (33%) take individual mainstream classes. In addition to our Special Education students, Silver Creek also serves 45 students with a 504 plan separate from the Special Education program. Data on Special Education at Silver Creek are not available at [Dataquest](#). Anecdotally, African-American students are not overrepresented in our SpEd population, the only over-represented population being Latinx.

As of January 2022, Silver Creek's 35% of SpEd students mainstreamed 80% (again, having all mainstream courses plus a resource period) leads the district total of 28.4%. The state target for 80% mainstream is 52.2%.

3. Language Proficiency Numbers

STUDENT ENROLLMENT BY ENGLISH LANGUAGE STATUS (PERCENT)

Academic Year	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)	Total
2020-21	36.8%	8.6%	13.0%	41.4%	0.2%	2,497
2019-20	36.2%	8.9%	11.3%	43.6%	0.0%	2,428
2018-19	34.9%	9.4%	12.5%	43.2%	0.0%	2,435
2017-18	33.3%	10.1%	13.7%	42.8%	0.2%	2,537
2016-17	34.1%	10.6%	11.6%	43.6%	0.0%	2,498

SHORT TERM AND LONG TERM ENGLISH LEARNERS (NUMBER)

Academic Year	English Learners 0-3 Years	English Learners 4-5 Years	English Learners 6+ Years	Reclassified Fluent English Proficient (RFEP)	Total *(Ever-EL)
2020-21	41	31	253	1,033	1,358
2019-20	44	24	206	1,058	1,332
2018-19	63	25	217	1,051	1,356
2017-18	67	26	254	1,085	1,432
2016-17	62	27	200	1,090	1,379

* **“Ever-EL”**: A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

SHORT TERM AND LONG TERM ENGLISH LEARNERS (PERCENT)

Academic Year	English Learners 0-3 Years	English Learners 4-5 Years	English Learners 6+ Years	Reclassified Fluent English Proficient (RFEP)	Total *(Ever-EL)
2020-21	3.0%	2.3%	18.6%	76.1%	1,358
2019-20	3.3%	1.8%	15.5%	79.4%	1,332
2018-19	4.6%	1.8%	16.0%	77.5%	1,356
2017-18	4.7%	1.8%	17.7%	75.8%	1,432
2016-17	4.5%	2.0%	14.5%	79.0%	1,379

* **“Ever-EL”**: A student who is currently an EL or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Findings: Notable is the consistency of EL numbers per year that reflects our demographic. From 2020 to 2021 our EL numbers rose from 11.3 to 13%, which may be due to fluctuations in our reclassification cycle noted below.

E. Data on Addressing the Eight State Priorities

1. LCFF Priority 1 Basics (teacher, instructional materials, facilities)

a. Teachers with Degrees

Teacher Credentials	2018-19	2019-20	2020-21
With Full Credential	100.1	95.4	98.4
Without Full Credential	7.6	4	1
Teaching Outside Subject Area	0	0	0
Teacher Miss Assignments	0	0	0
Vacant Positions	0	0	1

b. Pupils have Access to standard-aligned materials

All materials in classes utilize textbooks and instructional materials approved and adopted through our IPC committee. These materials most directly support standards-based teaching aligned with common core teaching. This information is updated annually and reported in our SARC.

Technology

East Side Union High School District has a technology bond that allows for upgrades to computers and provides teachers with any technology they need to improve their working conditions and teaching methods. In 2021 when we came back to in-person instruction, every student was given a Chromebook to use for the four years they attended Silver Creek.

c. School facilities are maintained and in good repair

Facilities

The district makes every effort to ensure that all schools are clean, safe, and functional. The district uses a facility survey instrument developed by the State of California Office of Public School Construction to assist in this effort. The survey results are available at the school office and the district office. The district also implemented a work order system that allows all employees to enter a problem with a facility.

With the support of our community, we have also modernized our campus, for the benefit of our students and community. We have a state-of-the-art theater and performing arts building, which has brought the focus for students' activities to the center of campus. The improvements also included our athletic facilities so that our scholar-athletes have the best possible facilities at their disposal. Stadium lights were installed, which has helped create a true community event where the neighborhood can come together and watch our students participate in various activities. We have modernized our aquatic facilities as we have built a super pool that will allow us to host water polo matches. The new fitness center allows students to experience a community gym feel. We have also enhanced our common areas to include landscaping and updated seating. The most recent facility upgrades are three new visual art rooms, eight upgraded classrooms (T-building), and a two-story building currently under construction that will host eight classrooms. All science classrooms have a lab section, a lecture section and a place to store chemicals to all A-G physical and life science requirements.

2. LCFF Priority 2 - Implementation of Academic Standards

[Standards by Course](#)

[Power Standards Presentation for Departments](#)

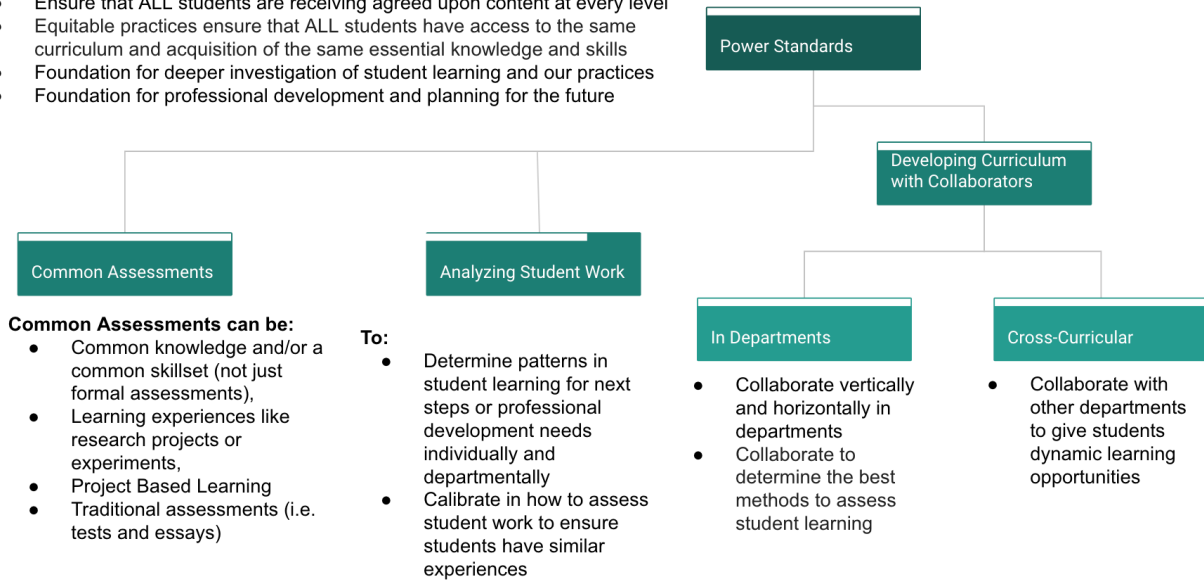
In the 2020-2021 school year our site began a curricular focus to streamline the standards taught in each level of each department which became even more relevant as our community navigated Distance Learning, experiencing the limiting nature of an online classroom and the significant social-emotional needs of all stakeholders. We named this work “Power Standards,” and it was developed collaboratively in the Professional Development Committee and informed by teacher feedback. Each department met in leveled groups, for example, English 1, English 2, English 3, etc., and examined their subject standards and highlighted what five non-negotiables students needed to learn.

At the end of the 2020 school year, all core courses had some level of consent on the standards that were most relevant. Some departments and leveled teams developed their standards, and some are still navigating as we entered the 2021-2022 school year. The work of Power Standards is foundational to effective teaching and learning. We imagine it will take us at least five years to incorporate the full vision of grounding instruction in standards, creating learning experiences, assessing and reflecting on student learning in unison. This work is motivated by best practices and the reasons explained in the graphic below. The core intention is to give students common assurances in their academic experiences, allowing us to collaborate further and support our most vulnerable student population. In the future, we imagine that teachers can collaborate to evaluate their teaching practices in these Power Standards, create and evaluate common assessments, and build cross-curricular learning experiences for all students.

The District began similar work at the district level named “Priority Standards”; the Subject Area Coordinators are working with department chairs and interested teachers within their subject levels to pick priority standards to create district wide common assurances in standards. At some time, we imagine that we will align our work with the district. Because at our site we can move faster, we decided to continue with our own curricular initiative rather than wait for the district.

WHY?

- Ensure that ALL students are receiving agreed upon content at every level
- Equitable practices ensure that ALL students have access to the same curriculum and acquisition of the same essential knowledge and skills
- Foundation for deeper investigation of student learning and our practices
- Foundation for professional development and planning for the future



3. LCFF Priority 3 - Parent Engagement

Silver Creek also engages parents through various committees. School Site Council (SSC) and the English Language Advisory Council (ELAC). Both council meetings are open to all parents and the public. In addition to serving on the SSC and ELAC, many parents are also involved in the School Beautification Group and the Silver Creek Parent Teacher Student Association (PTSA).

Silver Creek strongly encourages parent and community engagement. Information concerning attendance, school calendars, and testing dates are regularly mailed home to parents in three languages. Information regarding school events, updates from other parent organizations, and college and community information are posted regularly on Silver Creek's website and communicated via email.

The principal also hosts a Zoom Coffee Talk once a month. Families have the opportunity to hear what is happening at school. 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 full-time Parent and Community Involvement Specialist whose focus is to advocate for all the parents and provide whatever resource they might need.

4. LCFF Priority 4 - Performance on Standardized Tests

a. Results from the California Assessment of Student Performance and Progress

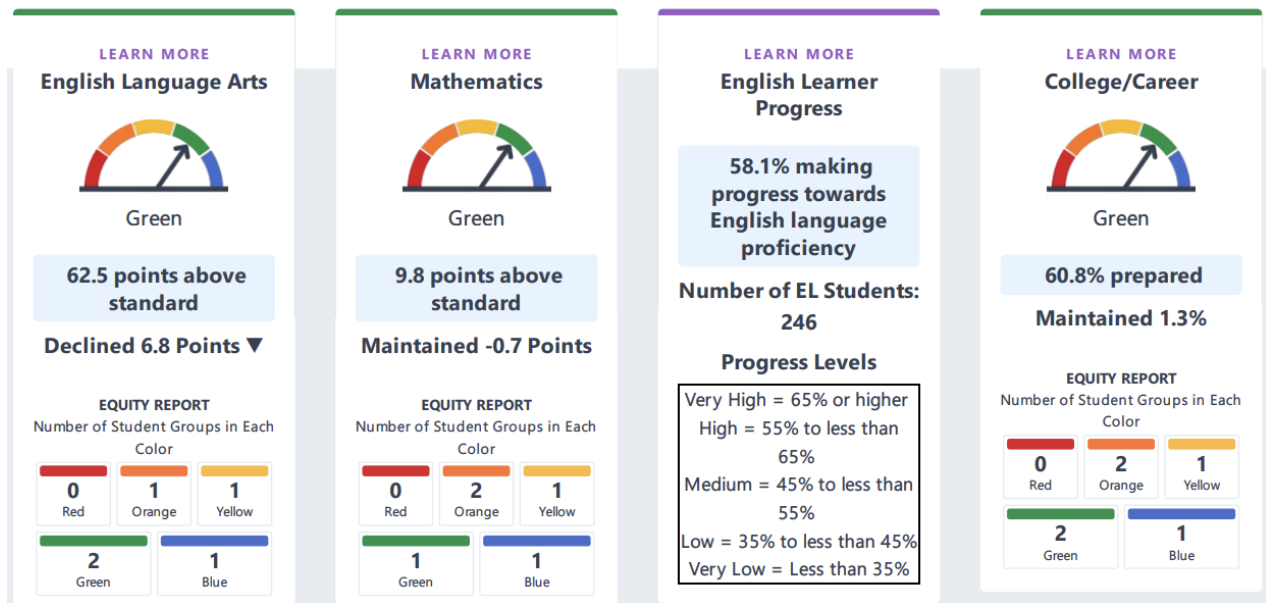
Academic Performance - California School Dashboard English Language Arts			
SC	2017	2018	2019
11th Grade Tested Students	NA	554	505
Students Above Standard	NA	69.3 points above standard	62.5 points above standard
African American	NA	20.5 points below standard	NA
Asian	NA	92.4 points above standard	91 points above standard
Filipino	NA	58 points above standard	57.3 points above standard
Hispanic/Latinx	NA	28.8 points above standard	17.4 points above standard
White	NA	108.8 points above standard	115.2 points above standard
English Learners	NA	29.9 points below standard	37.7 points below standard
SED	NA	47.7 points above standard	48.6 points above standard
Students with Disabilities	NA	79.9 points below standard	115.6 points below standard

Academic Performance - California School Dashboard-Math			
SC	2017	2018	2019
11th Grade Tested Students	NA	557	494
Students Above Standard	NA	10.5 points above standard	9.8 points above standard
African American	NA	128.3 points below standard	Too Few Students
Asian	NA	55.7 points above standard	64.1 points above standard
Filipino	NA	5.8 points below standard	16.6 points below standard
Hispanic/Latinx	NA	67.5 points below standard	69 points below standard
White	NA	37.2 points above standard	57.8 points above standard
English Learners	NA	68.5 points below standard	77 points below standard
SED	NNAA	11.7 points below standard	4.6 points below standard
Students with Disabilities	NA	194.1 points below standard	178.5 points below standard

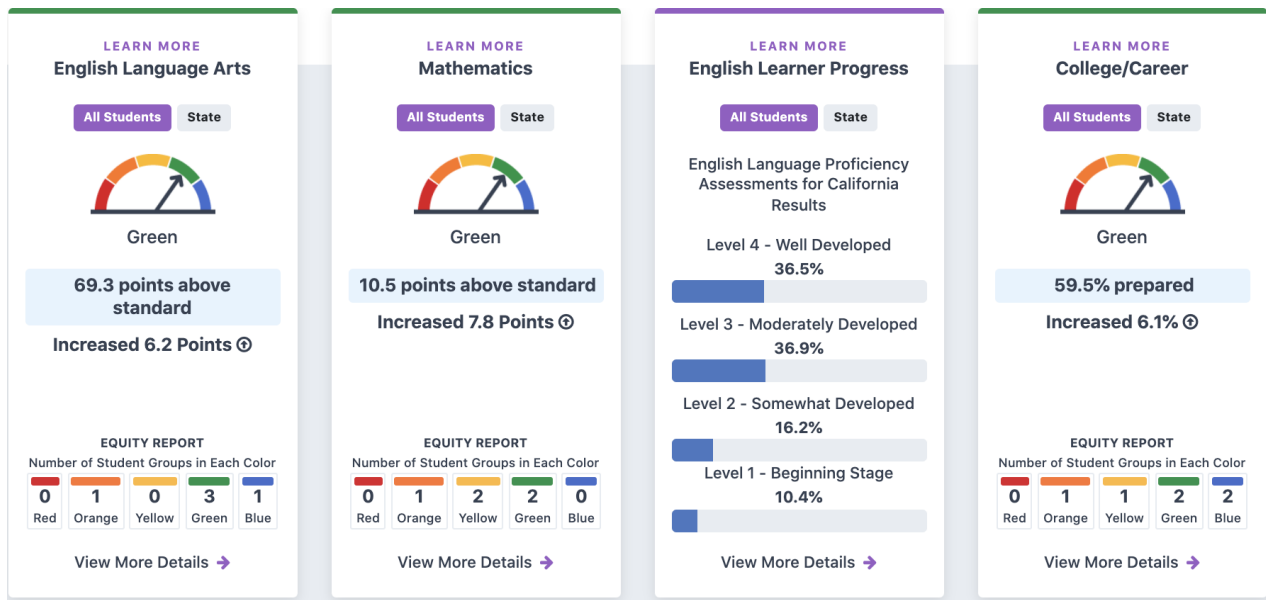
Findings: Our students performing below standard in this chart are all included in our SPSA goals since 2019.

Academic Performance - California School Dashboard

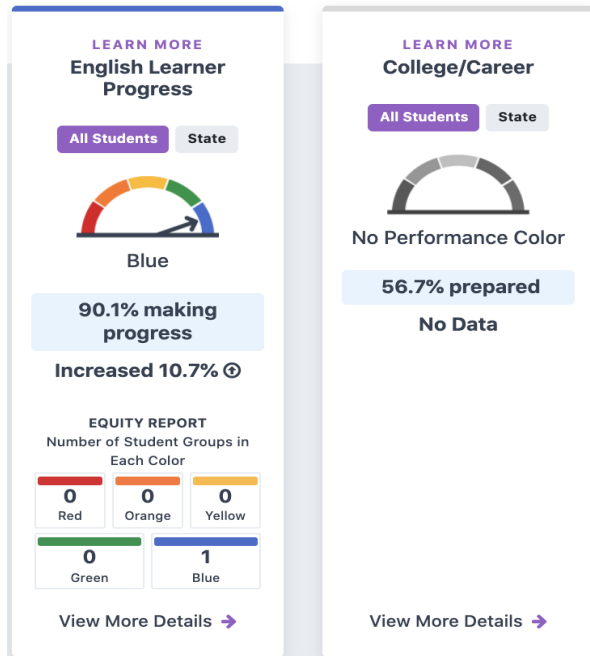
Academic Performance 2019



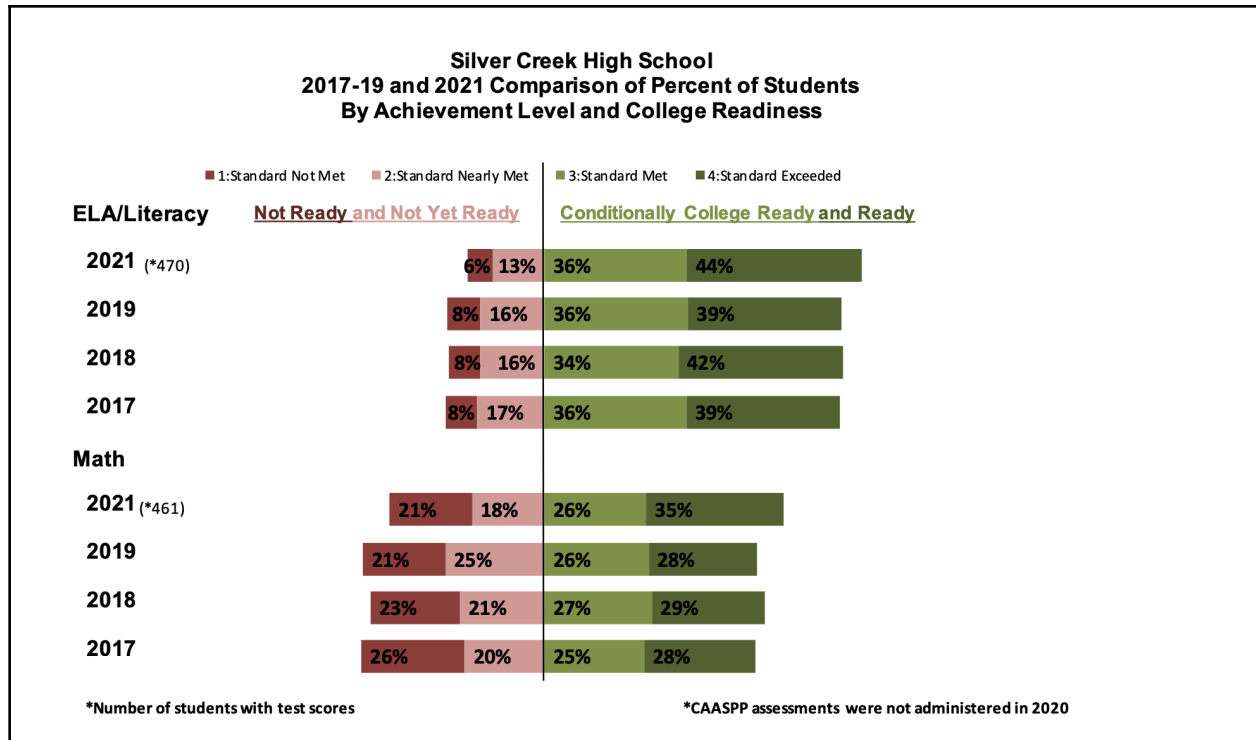
Academic Performance 2018



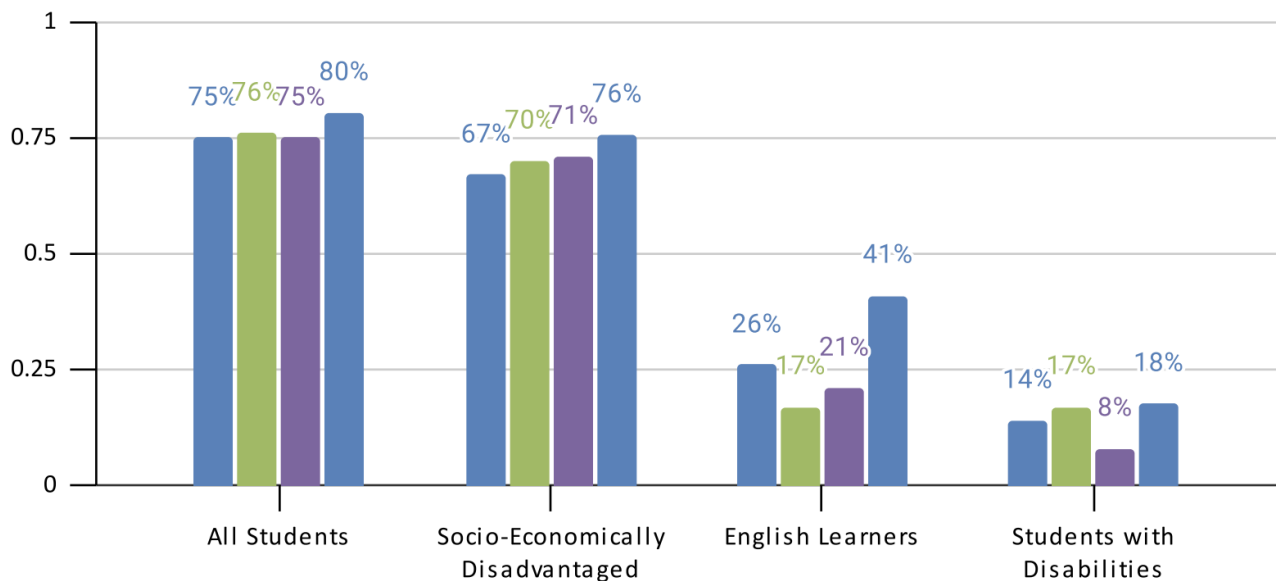
Academic Performance 2017



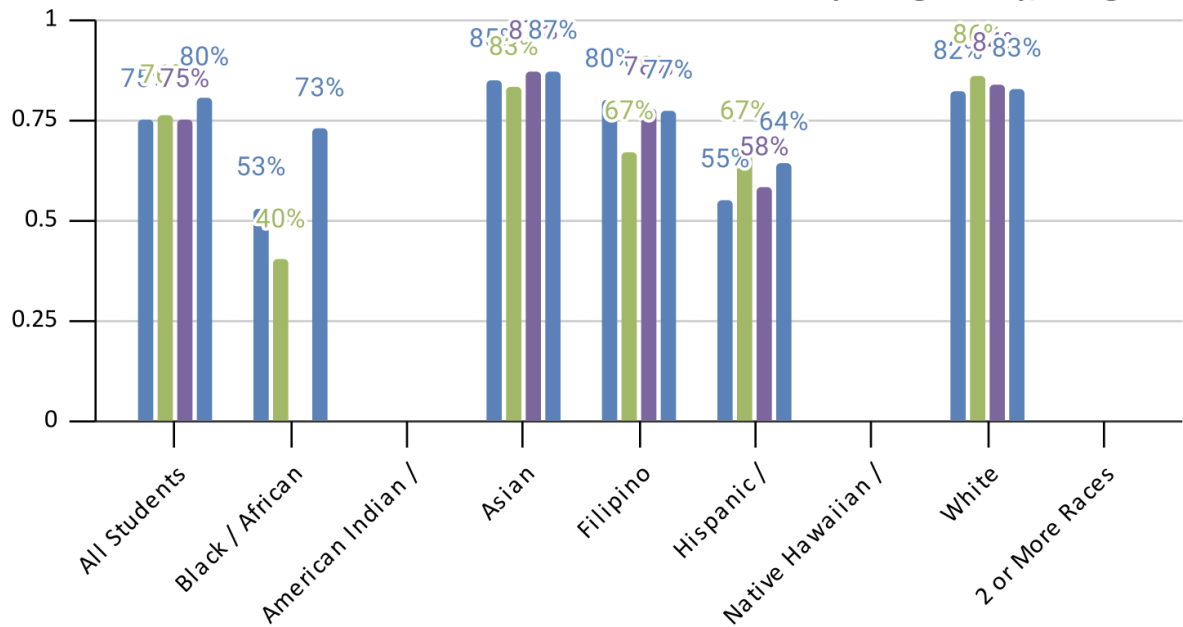
- b. Student group data on numbers and percent of students in each of the three College and Career Indicator (CCI) levels on the Dashboard**



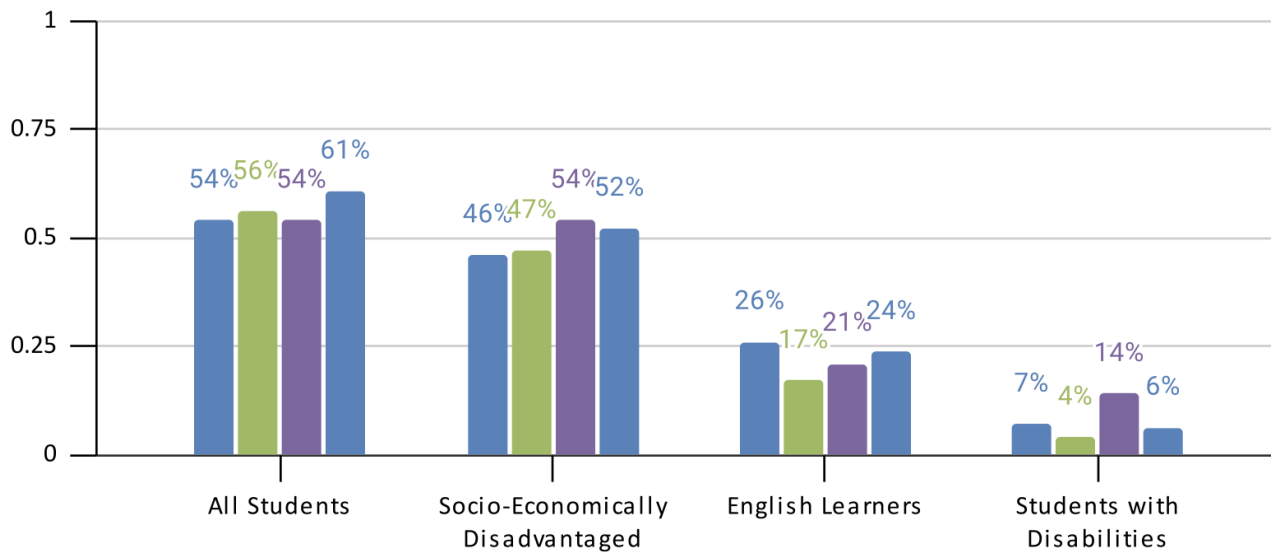
**Silver Creek High School
2017 vs 2018 vs 2019 vs 2021 SBAC ELA
Standard Met or Exceeded: EAP Conditionally College Ready/College Ready**

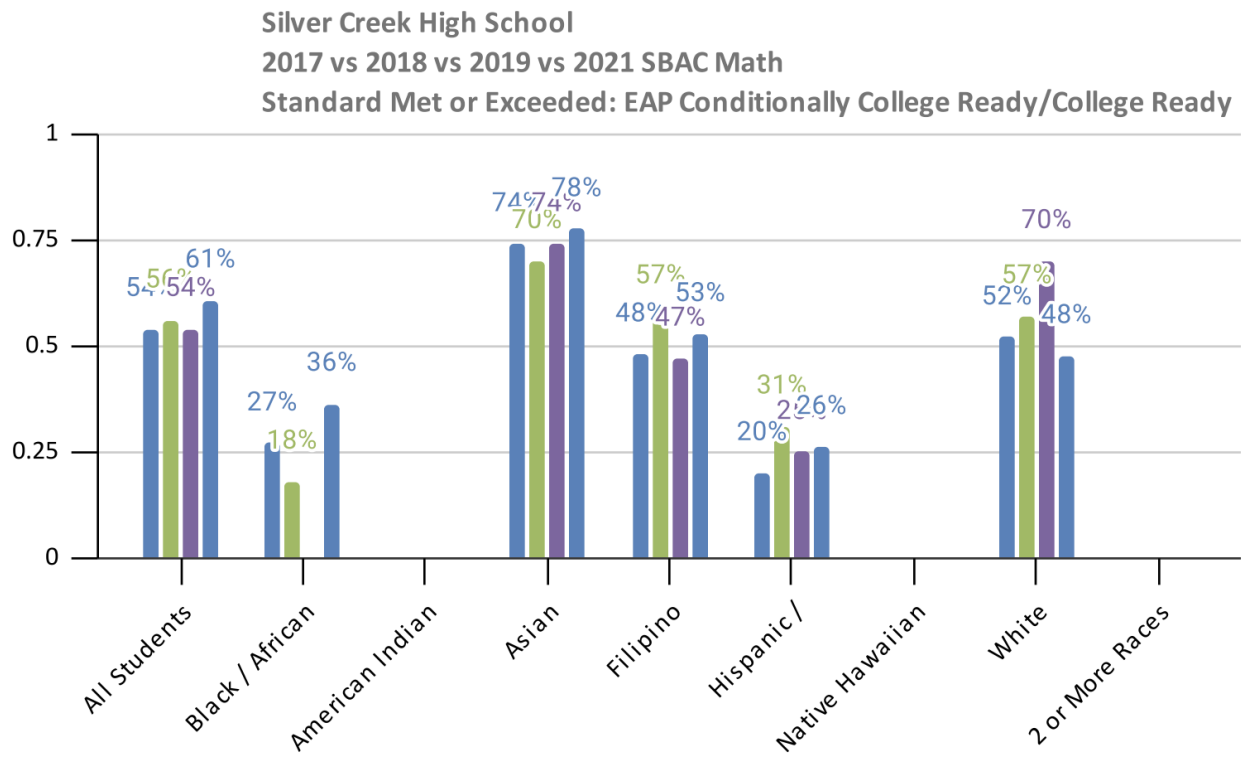


Silver Creek High School
2017 vs 2018 vs 2019 vs 2021 SBAC ELA
Standard Met or Exceeded: EAP Conditionally College Ready/College Ready



Silver Creek High School
2017 vs 2018 vs 2019 vs 2021 SBAC Math
Standard Met or Exceeded: EAP Conditionally College Ready/College Ready





c. College Scholastic Assessment Tests (SAT, ACT)

SAT Annual Testing 2018-19, 2019-20

Year	Grade 12 Enrollment	Grade 12 Number Tested	Grade 12 Number and (Percent) Meeting ERW Benchmark	Grade 12 Number and (Percent) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 Number Tested	Grade 11 Number and (Percent) Meeting ERW Benchmark	Grade 11 Number and (Percent) Meeting Math Benchmark	Grade 12 Number and (Percent) Meeting Both Benchmarks	Grade 11 Number and (Percent) Meeting Both Benchmarks
2019-20	565	176	153 (86.93%)	139 (78.98%)	615	519	361 (69.56%)	322 (62.04%)	131 (74.43%)	299 (57.61%)
2018-19	592	268	221 (82.46%)	192 (71.64%)	579	508	359 (70.67%)	280 (55.12%)	181 (67.54%)	259 (50.98%)

SAT Annual Testing 2016-17, 2017-18

Year	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
2017-18	650	412	340	1	341	82.77%	302	1	303	73.54%
2016-17	579	325	241	29	270	83.08%	196	25	221	68.00%

ACT Scores for Graduating Cohort

Year	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
2019-20	565	22	26	23	25	24	18	81.82%
2018-19	592	50	25	25	26	25	41	82.00%
2017-18	650	71	24	25	27	23	56	78.87%

Findings: Note that all 10th-graders are given school days to write the PSAT and all 11th-graders are given schooldays to write the SAT at Silver Creek from 2018-19, respectively.

d. Advance Placement test results

AP Data - The links shows the number of students enrolled, scores of 3 or higher and the courses offered and scores for each subject

	2017	2018	2019	2020	2021
Total AP Students	596	535	617	626	585
Number of Exams	1,094	962	996	1,114	1,043
AP Students with Scores 3+	426	395	439	489	413
% of Total AP Students with Scores 3+	71.48	73.83	71.15	78.12	70.60

% of students enrolled in at least 1 AP/IB Course					
AP/IB Enrollment					
	2017	2018	2019	2020	2021
All Students	32.2%	28.6%	32.3%	31.3%	32.8%
African American	17.9%	9.5%	14.0%		
Asian	43.1%	38.7%	44.4%	44.8%	46.0%
Hispanic	16.7%	15.3%	17.4%	18.3%	19.1%
ELL	8.3%	6.4%	7.2%	9.5%	11.4%
SWD	3.8%	2.0%	2.6%		
SED	27.3%	24.3%	28.0%	30.3%	29.6%
% of students enrolled in at least 1 AP/IB Course that scored a 3 or higher on at least 1 exam.					
	2017	2018	2019	2020	2021
All Students	72.5%	72.9%	76.7%	78.5%	69.1%
African American	80.0%	75.0%			
Hispanic	72.9%	76.9%	58.3%	76.1%	72.5%
Asian	71.9%	74.1%	80.9%	78.3%	69.7%
ELL	22.2%	71.4%		40.0%	33.3%
SWD	50.0%	66.7%			
SED	71.4%	74.2%	75.7%	74.6%	66.7%

Findings: During Distance Learning (2021) the number of students enrolled in AP increased or stayed consistent in all sub-groups. The number of students scoring a 3 or higher during distance learning (2021) decreased significantly, with a 9.4% decrease for all students. Hispanic had a minor decrease at 3.6%, and the most significant gap was seen with the Asian sub-group at an 8.6% decrease in passing scores.

Notably, recovery from the quarantine dropped our AP enrollment for all groups. Data suggest that distance learning is inadequate for school, much less AP classes.

e. **English Learner Proficiency, including performance on EL indicator from the California Dashboard**

**SUMMATIVE ELPAC 2020-21
Overall Performance**

Performance Level	9	10	11	12	All
Level 4 Number of students by grade for level	21	10	12	1	44
Level 4 Percentage of students by grade for level	30.88%	25.00%	30.00%	5.00%	26.19%
Level 3 Number of students by grade for level	29	17	11	10	67
Level 3 Percentage of students by grade for level	42.65%	42.50%	27.50%	50.00%	39.88%
Level 2 Number of students by grade for level	14	7	9	6	36
Level 2 Percentage of students by grade for level	20.59%	17.50%	22.50%	30.00%	21.43%
Level 1 Number of students by grade for level	4	6	8	3	21
Level 1 Percentage of students by grade for level	5.88%	15.00%	20.00%	15.00%	12.50%
Total Number of students by grade for all levels	68	40	40	20	168

SUMMATIVE ELPAC 2018-19
Overall Performance

Performance Level	9	10	11	12	All
Level 4 Number of students by grade for level	32	40	16	9	97
Level 4 Percentage of students by grade for level	42.11%	50.63%	24.62%	21.43%	37.02%
Level 3 Number of students by grade for level	28	16	24	12	80
Level 3 Percentage of students by grade for level	36.84%	20.25%	36.92%	28.57%	30.53%
Level 2 Number of students by grade for level	9	15	21	14	59
Level 2 Percentage of students by grade for level	11.84%	18.99%	32.31%	33.33%	22.52%
Level 1 Number of students by grade for level	7	8	4	7	26
Level 1 Percentage of students by grade for level	9.21%	10.13%	6.15%	16.67%	9.92%
Total Number of students by grade for all levels	76	79	65	42	262

SUMMATIVE ELPAC 2017-18
Overall Performance

Performance Level	9	10	11	12	All
Level 4 Number of students by grade for level	38	31	14	*	88
Level 4 Percentage of students by grade for level	44.19%	45.59%	25.00%	*	36.51%
Level 3 Number of students by grade for level	24	27	27	11	89
Level 3 Percentage of students by grade for level	27.91%	39.71%	48.21%	35.48%	36.93%
Level 2 Number of students by grade for level	14	*	*	*	39
Level 2 Percentage of students by grade for level	16.28%	*	*	*	16.18%
Level 1 Number of students by grade for level	*	*	*	*	25
Level 1 Percentage of students by grade for level	*	*	*	*	10.37%
Total Number of students by grade for all levels	86	68	56	31	241

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

Findings: Our [SPSA](#) Goal #3 for EL students includes increased annual reclassification numbers as noted above, an increase in EL graduation rates, and development in culturally relevant pedagogical techniques for teachers including our SWRL model. As suggested by testimony found in [Chapter III](#), much of the staff's dedication to hands-on, relevant and responsive teaching, not excluding less teacher-talk-time, may indeed be enhancing our EL students' success as planned.

Of the average 13% of our student body with EL status, more than 20% of that group is reclassified each year, with most of our students demonstrating level 3 or 4 proficiency. This has to be happening, otherwise we would see it in an increasing number of annual sections of ELD and/or the size of the English faculty. According to a [SPSA worksheet](#), EL graduation is up more than 10% since our last inquiry cycle.

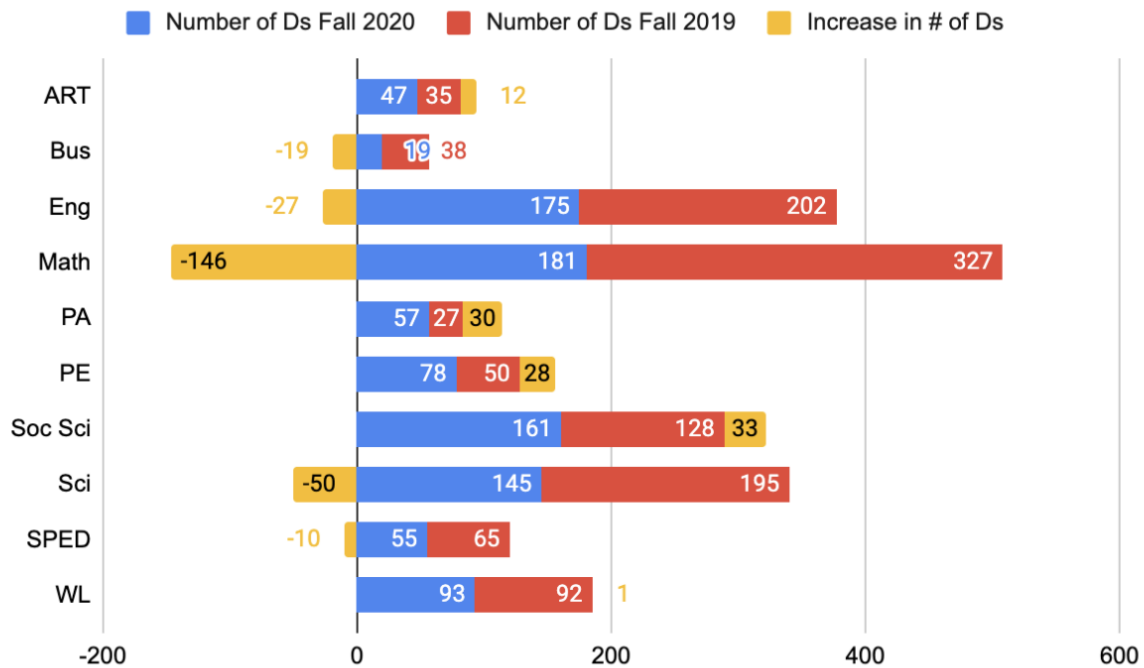
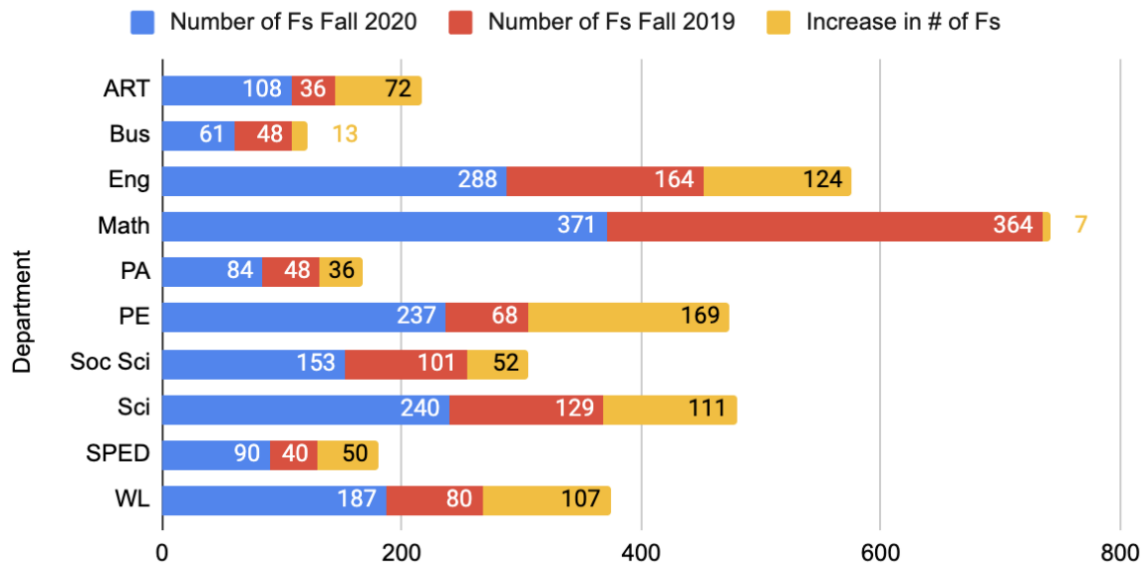
Our RFEP reclassification rate was climbing until the quarantine hit, and organizing, outreach and execution of the ELPAC was disrupted. In January 2022, 25 students, about 8% of the EL population, were reclassified.

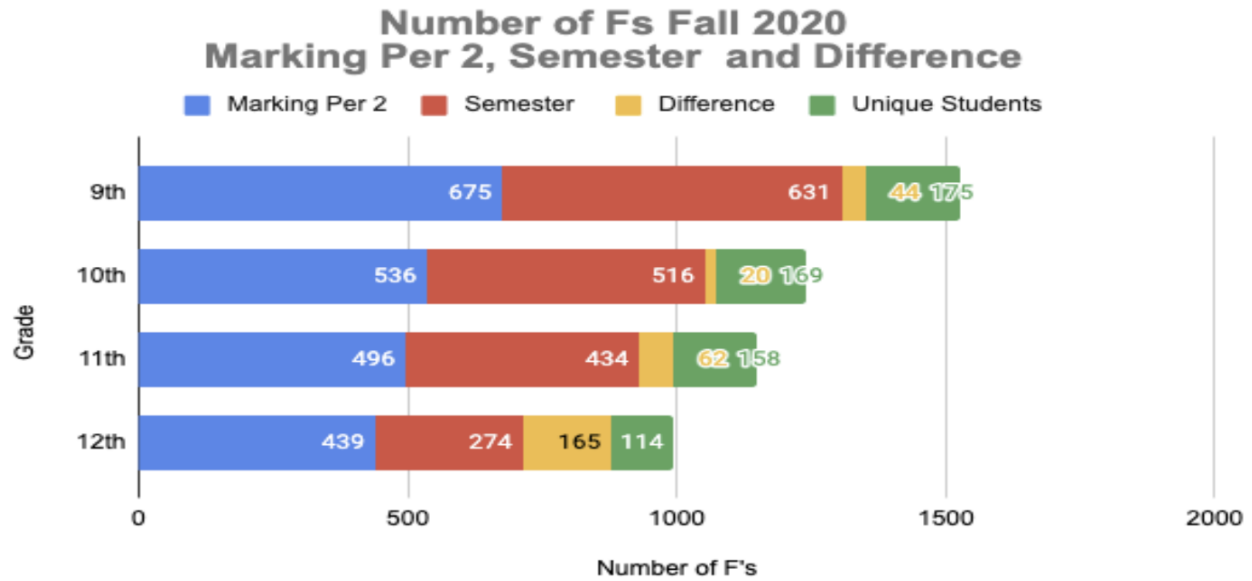
f. Other Local Assessments - End of Course

D and F Data 2020-21 Semester 2

	A	B	C	D	NM	NP	Total
	100%	0%	0%	0%	0%	0%	6 0%
Am	33.3%	11.9%	12.7%	8.7%	0%	33.3%	126 0.9%
Asian	63%	17.7%	8.7%	4.7%	0%	5.9%	8,474 58.3%
Black/Afr Am	43.2%	14.1%	15.4%	13.2%	0%	14.1%	227 1.6%
Hawaiian/Pac	29.9%	20.6%	23.4%	6.5%	0%	19.6%	107 0.7%
Hispanic	28.4%	16.2%	16.6%	13.5%	0.3%	25%	4,361 30%
Two or more	54.5%	19.7%	11.5%	4.3%	0%	10%	391 2.7%
White	37.2%	14.8%	15%	7.9%	0.1%	24.9%	844 5.8%
Total %	7286 50.1 %	2476 17%	1705 11.7 %	1118 7.7%	14 0.1%	1937 13.3 %	14,536

Number of Fs Fall 2020, Number of Fs Fall 2019 and Increase in # of Fs

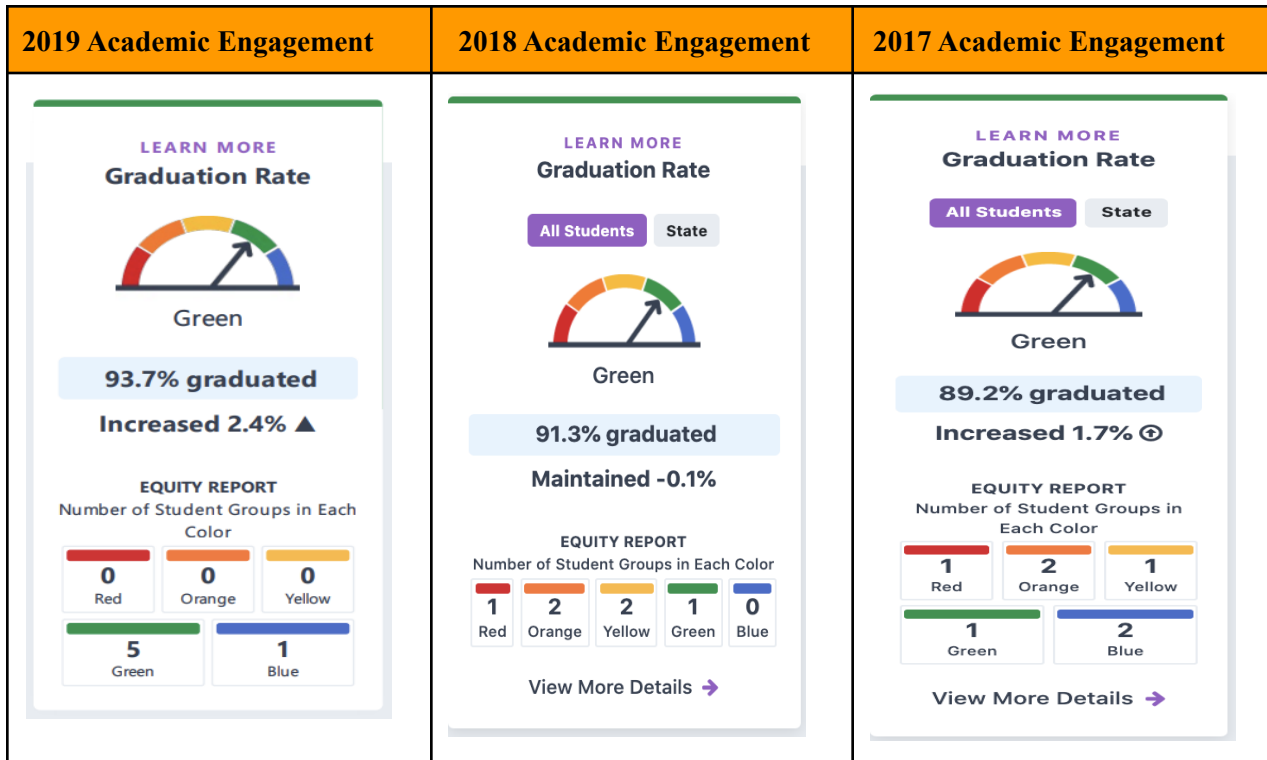




Findings: The numbers demonstrate that Distance Learning produced at times very divergent numbers of “D”s and “F”s compared to the trend and that the core graduation course of mathematics shows the most Fs. This provides another dramatic example of why we use data such as this from EWS as a basis for the development of Power Standards, Tier-1 supports, and further Professional Development.

3. LCFF Priority 5 - Pupil Engagement

- a. **Graduation Rate:** is an indicator that shows how well Silver Creek engages students in learning.



12th Grade Enrollment and Graduation Data

Note that [SB98](#) suspended the reporting of state and local indicators on the 2020-2021 California School Dashboard (Dashboard). However, state law requires that reliable and valid data that would have been included in the 2020 Dashboard be reported. The Department has made available the College/Career Measures Report and Graduation Rate to meet this requirement. More information on the data contained in the 2020 additional reports is available [here](#) on the Dashboard.

Silver Creek Grade 9 Percent of Students On Track for Graduation					
	Grade 9 2017	Grade 9 2018	Grade 9 2019	Grade 9 2020	Grade 9 2021
All Students	73%	76%	77%	75%	69%
Native American					
Asian	89%	92%	93%	88%	83%
African American				45%	
Hispanic	51%	50%	52%	55%	50%
Pacific Islander					
Two or more races				86%	68%
White				79%	44%
SWD	58%	45%	57%	55%	45%
ELL	48%	53%	58%	47%	50%
Socioeconomically Disadvantaged	62%	65%	67%	66%	59%

Silver Creek Grade 10 Percent of Students On Track for Graduation					
	Grade 10 2017	Grade 10 2018	Grade 10 2019	Grade 10 2020	Grade 10 2021
All Students	68%	68%	70%	69%	68%
Native American					
Asian	82%	85%	85%	86%	84%
African American				50%	
Hispanic	45%	45%	45%	42%	42%
Pacific Islander					
Two or more races					86%
White				68%	71%
SWD	36%	37%	42%	34%	35%
ELL	36%	51%	45%	41%	36%
Socioeconomically Disadvantaged	58%	60%	59%	59%	56%

Silver Creek Grade 11 Percent of Students On Track for Graduation					
	Grade 11 2017	Grade 11 2018	Grade 11 2019	Grade 11 2020	Grade 11 2021
All Students	70%	67%	67%	68%	69%
Native American					
Asian	82%	79%	82%	82%	85%
African American				54%	41%
Hispanic	48%	44%	43%	41%	43%
Pacific Islander					
Two or more races					
White				60%	66%
SWD	49%	33%	47%	39%	35%
ELL	58%	30%	47%	45%	39%
Socioeconomically Disadvantaged	65%	60%	60%	60%	60%

Grad Rate			
	2018-19 4-Year	2019-20 4-Year	2020-21 4-year
African American	92.3%		91.7%
Asian	95.8%	96.8%	96.8%
Filipino	93.1%	93.3%	95.1%
Hispanic	90.6%	95.1%	85.7%
Pacific Islander			
Native American			
White	94.7%	80.0%	79.2%
Two or More Races			
English Learners	85.9%	88.8%	87.3%
Foster Youth			
Homeless Youth			
Migrant Education			
Students with Disabilities	78.2%	75.7%	78.0%
SED	91.4%	94.2%	90.6%
Overall	93.7%	95.0%	92.4%
District	87.8%	86.4%	83.8%

Findings: The district's data point to identify students on-track for graduation is the number of credits they have earned at the end of summer. Ninth-graders should have earned at least 60 credits, tenth-graders should have earned at least 120 credits, and eleventh-graders should have earned at least 180 credits to be on-track for graduation their senior year. The charts are viewed by grade level so that we can identify trends and pose questions as to whether our strategies at each grade level are working.

Note that until 2020 EL, Student with Disabilities, and Latinx students' on-track credit

numbers were climbing until distance learning hit. African-American, Latinx, and EL students' numbers leave us with questions about how their numbers move from off-track to on-track by 12th grade. Some reasons for this are Cyber High, summer school, and seven-period days as elaborated above and in Chapter III. Notable is also the gap between district grad requirements of 220 credits and the per-semester total of 240.

b. Chronic absenteeism: performance category on the California School Dashboard

Chronic Absenteeism Rate by Ethnicity and Special Populations

Ethnicity	2016-17	2017-18	2018-19	ESUHSD 2018-19
African American	13.5%	10.8%	13.5%	20.8%
American Indian or Alaska Native	0.0%	0.0%	0.0%	31.4%
Asian	4.0%	4.5%	4.0%	4.1%
Filipino	4.2%	6.6%	4.2%	6.8%
Hispanic or Latino	17.2%	17.5%	17.2%	21.6%
Pacific Islander	10.5%	15.8%	10.05%	21.8%
White	12.6%	11.7%	12.6%	15.5%
Two or More Races	6.3%	14.3%	6.3%	14.1%
Not Reported	*	0.0%	*	0.0%

c. Dropout rate

12th Grade Dropout Rates

Silver Creek	2016-17	2017-18	2018-19
Dropout Rate	6	5.5	3.6
Graduation Rate	91.3	91.3	93.7

d. Average daily rate of attendance for P2

Silver Creek	2017-18	2018-19	2019-20	2020-21
P2 Attendance	96.29%	96.29%	96.59	97.45

P-1 (First 4 Months of School)

Description	P1- Months 1 - 4		
	2020-21	2021-22	Inc/Dec
SCHS Attend %	97.76%	95.41%	-2.35%
District Average %	96.50%	94.29%	-2.21%
ADA	2435.46	2306.70	-128.76
Absences Days	4,684	7,657	2973
Avg Ending Enroll	2,493	2,416	(77)

P-1 (First 4 School Months) Fall 2021 the site attendance percentage of 95.41% had declined by 2.35 from the previous year's 97.76%. The site attendance percentage is higher than the district's average attendance percentage.

Absences, ADA & Average Enrollment

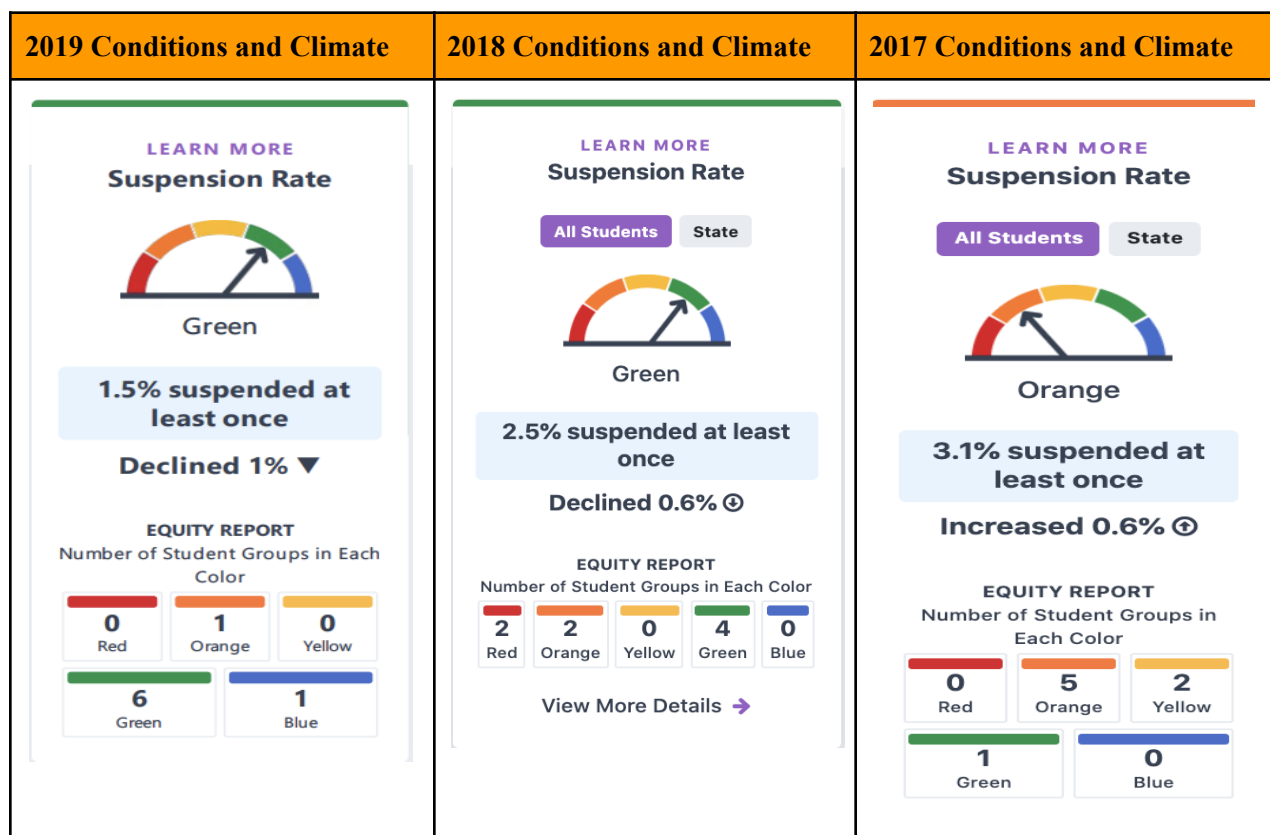
Student's absences increased by 2,973 additional absences days, from 4,684 absences in the prior year to 7,657 in the current year. The average enrollment declined by 77 enrollments from 2,493 in the prior year to 2,416 in the current year. Due to the decline of student attendance and enrollment, the site ADA decreased by 128.76 from 2,435.46 in the prior year to 2,306.70 in the current year.

Recovering Attendance

Silver Creek uses the ADA recovery strategy of Saturday School implemented to recover absences relating to the period before 4/01/2022 to improve the site P2 attendance. P2- (Month 1-month 8) or (8/10/21 – 4/01/22). We offer a Short-Term Independent Study Program for any student absent between 5 to 15 school days per year.

6. LCFF Priority 6 - School Climate

a. Suspension rate:



Suspension Rates by Ethnicity and Special Populations

Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	ESUHSD 2019-20
African American	4.5%	3.1%	10.8%	5.3%	2.1%	6.5%
Asian	1.4%	1.9%	1.0%	0.6%	0.4%	0.7%
Filipino	0.7%	1.5%	2.3%	0.0%	1.4%	1.9%
Hispanic/Latinx	4.6%	4.9%	4.0%	2.6%	4.4%	4.9%
Pacific Islander	8.3%	4.8%	0.0%	5.3%	3.8%	8.0%

White	0.0%	4.6%	2.9%	3.5%	2.5%	2.6%
Two or More Races	0.0%	*	0.0%	*	6.7%	2.9%
Total	2.6%	3.1%	2.5%	1.5%	2.1%	3.0%
Special Populations	2015-16	2016-17	2017-18	2018-19	2019-20	ESUHSD 2019-20
English Learners	4.4%	4.2%	4.9%	2.1%	1.8%	4.8%
Foster Youth	25.0%	*	27.8%	*	*	11.3%
Homeless Youth	12.0%	12.5%	9.5%	8.3%	8.6%	8.3%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%
Socioeconomically Disadvantaged	3.5%	4.0%	3.7%	2.0%	2.3%	4.1%
Students with Disabilities	7.0%	9.1%	11.8%	5.1%	7.5%	8.1%
Total	2.6%	3.1%	2.5%	1.5%	2.1%	3.0%

b. Expulsion rate for all students

Expulsion Rates

Year	Cumulative Enrollment	Total Expulsions	Expulsion Rate	ESUHSD Expulsion Rate
2019-20	2,525	0	0.00%	0.04%
2018-19	2,541	2	0.08%	0.06%
2017-18	2,641	0	0.00%	0.07%

c. Discipline referrals for all students

<i>Ethnicity</i>	<i>2016-17</i>		<i>2017-18</i>		<i>2018-19</i>		<i>2019-20</i>		<i>Fall 2021-22</i>	
	% of total	total count	% of total	total count	% of total	total count	% of total	total count	% of total	total count
African-American	5.81%	28.41	8.75%	50.58	6.55%	36.68	2.81%	10.17	4.82%	6.12
American Indian or Alaska Native	0.83%	4.06			0.73%	4.09	0.56%	2.03	2.41%	3.06
Asian	34.85%	170.42	30.00%	173.40	26.18%	146.61	26.97%	97.63	15.66%	19.89
Hispanic or Latino	55.19%	269.88	55.42%	320.33	58.55%	327.88	59.55%	215.57	51.81%	65.80
Pacific Islander	0.83%	4.06	0.42%	2.43	0.36%	2.02	1.69%	6.12	8.43%	10.71
White	2.49%	12.18	4.58%	26.47	6.91%	38.70	6.18%	22.37	15.66%	19.89
Total		489		578		560		362		127
SWD										
<i>Ethnicity</i>	<i>2016-17</i>		<i>2017-18</i>		<i>2018-19</i>		<i>2019-20</i>		<i>Fall 2021-22</i>	
	% of total	total count	% of total	total count	% of total	total count	% of total	total count	% of total	total count
African-American	4.17%	0.96	15.38%	4.00	14.06%	1.41	5.0%	0.5		
Asian	12.50%	2.88	19.23%	5.00	9.38%	0.94	10.0%	0.9		
Hispanic or Latino	77.08%	17.73	57.69%	15.00	67.19%	6.72	75.0%	6.8		
Two or More	0.00%	0.00	1.92%	0.50	1.56%	0.16	2.5%	0.2		
White	6.25%	1.44	5.77%	1.50	7.81%	0.78	7.5%	0.7		
Total		23		26		10		9		

Findings: In 2020-2021 no one was suspended during Distance Learning nor during small on-campus mid-week tutoring cohorts.

Our [SPSA](#)/LCAP Goal #4 is to reduce suspensions. Full-day suspensions hurt students' academic success and relationship with school. Suspensions were on a downward trend for all student groups until the school year 2019-20 except for students who are Latinx, Filipino, and Two or More Races whose suspension rates went up in that school year.

However, considering the 1-5 percent of students per demographic suspended, we can visualize the number of suspended students each year. For example, African-American students make up less than 2% of our student body, about 42 students over the years, and when 5% get suspended, that's two students. Filipinos make up 8.8% of our student body or about 220 students. Their suspension rate is 1.4% or about 3 students. Latinx students comprise 32% of our student body or about 800 students. Their suspension rate is about 32 students per year.

The return from a year-and-a-half of quarantine in Fall 2021 showed 42 unique students being suspended in that semester alone compared to 57 unique students suspended during the entire school year in 2019-20. The total number of office referrals in Fall 2021 was only at 127, which is about a third of the total number of office referrals during the entire school year 2019-20, which was at 362.

The district continues to make decisions aligned with furthering support for staff and students. For example, the district has hired full-time social workers for our Mental Health and Wellness Centers located at all school sites. Restorative practices are currently in place to better respond to student needs. The quest to address the academic, social-emotional and mental well-being of all our students is one of the driving factors aligned with East Side's Equitable Communities.

Suspensions and referrals are regulated under guidelines set by the East Side Union High School District Board of Trustees, the California State Education Code, state and local laws and codes. In addition, each classroom has a poster detailing the latest [Uniform Behavior Response Chart](#) which outlines classroom-managed behaviors, strategies to respond, as well as appropriate consequences. The CREEK Way posters also facilitate staff and students' communication about healthy behavior.

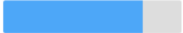
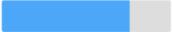
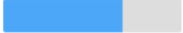



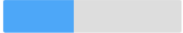
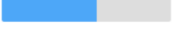
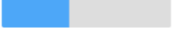
d. Student participation in co- and extracurricular activities

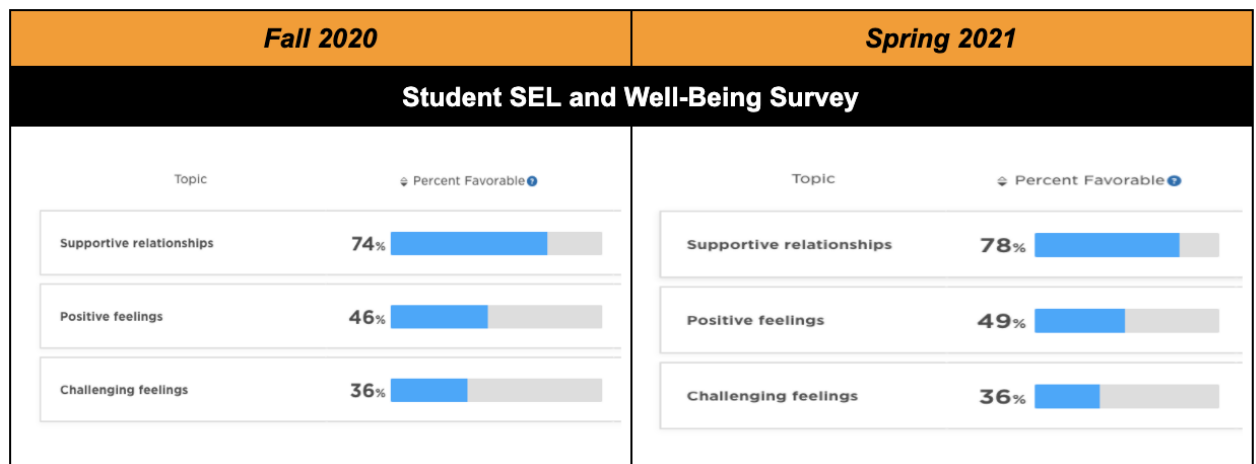
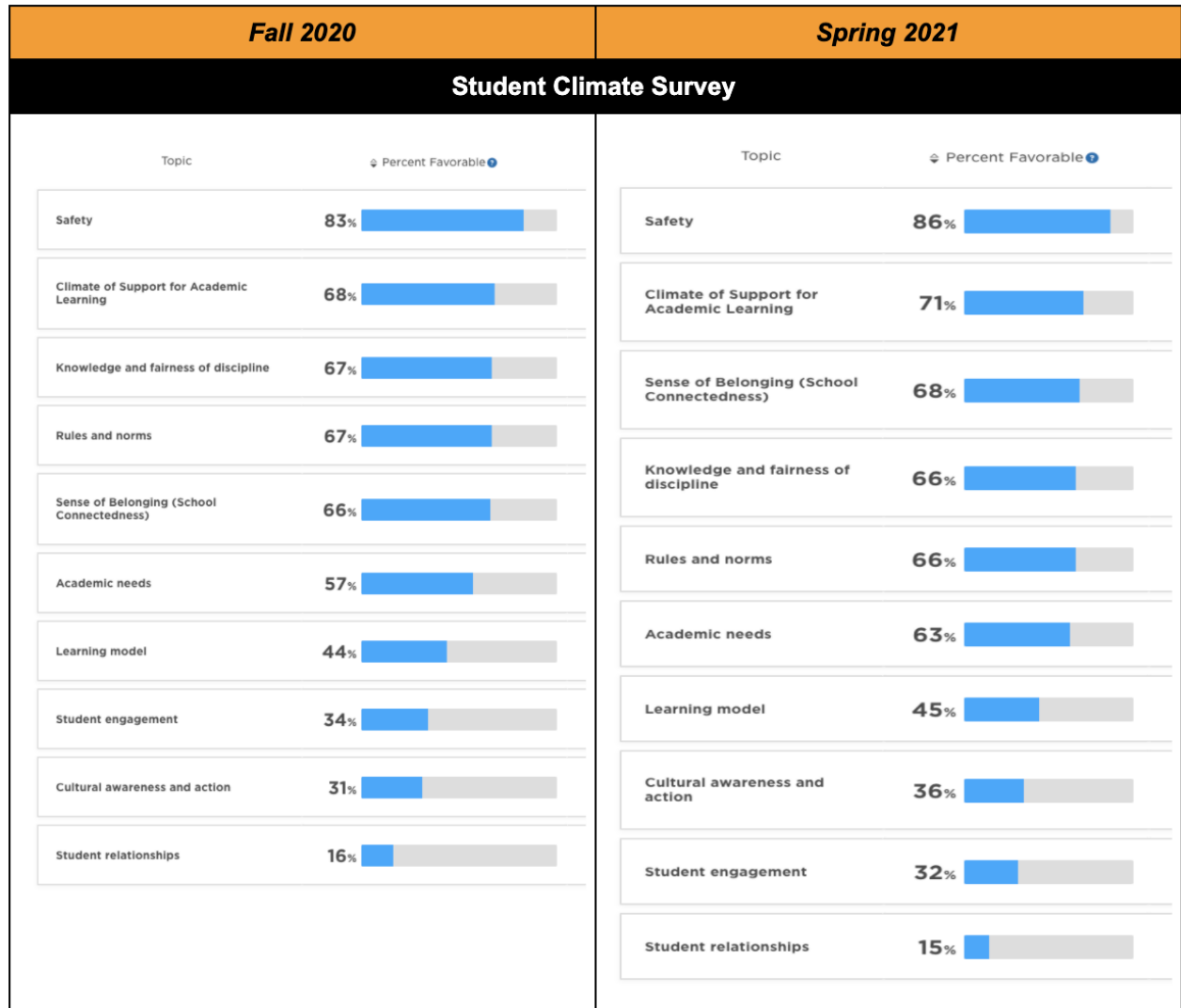
There are over 80 clubs that students are eligible to participate in. We have 36 athletic teams with over 600 student participants.

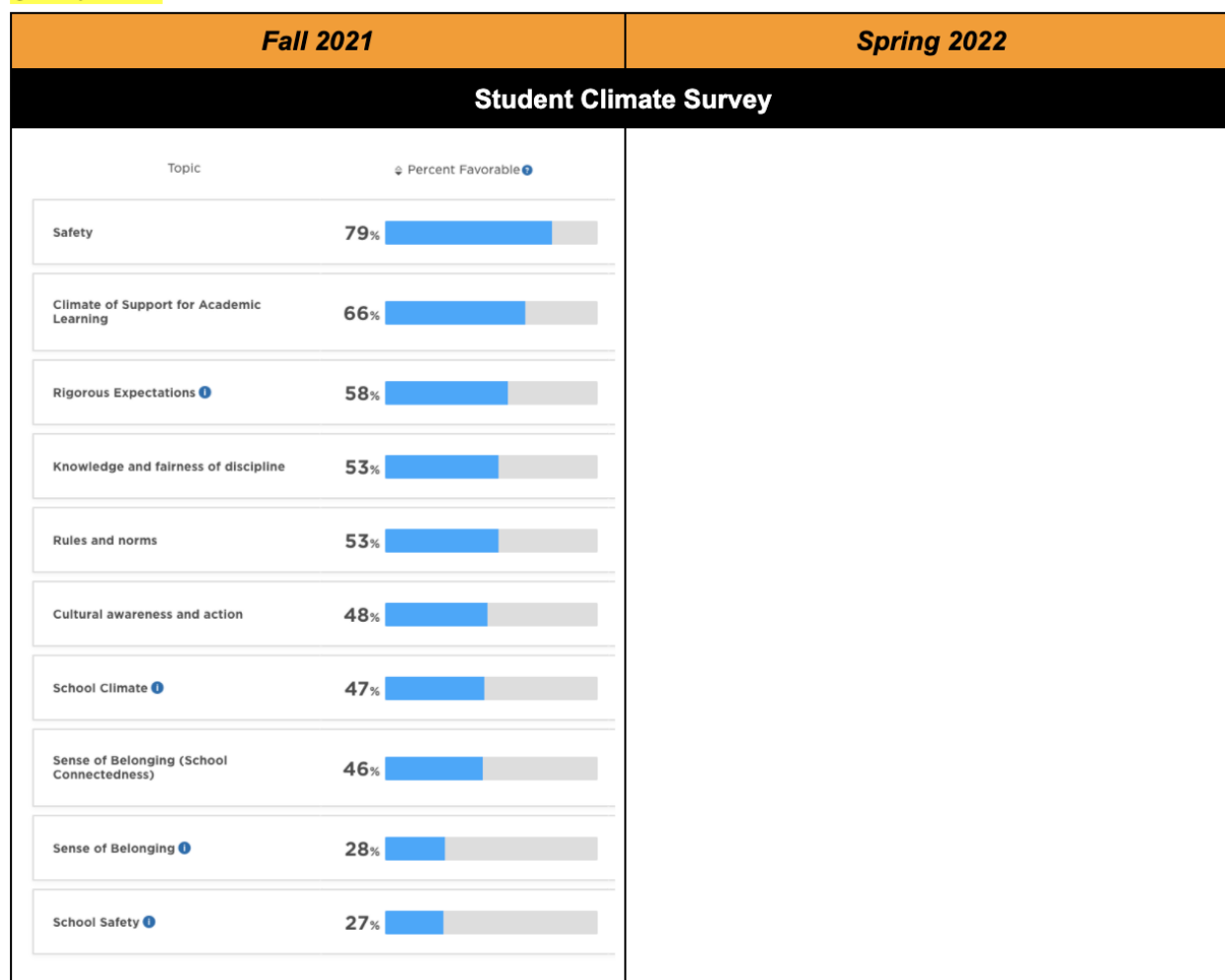
e. Other local measure including surveys (safety and school connection)

Primary documents for our [climate surveys are here](#).

Fall 2019		Spring 2020	
Student Climate Survey			
Topic	Percent Favorable	Topic	Percent Favorable
Safety	72%	Climate of Support for Academic Learning	79%
Climate of Support for Academic Learning	70%	Safety	77%
Knowledge and Fairness of Discipline, Rules and Norms	59%	Knowledge and Fairness of Discipline, Rules and Norms	63%
Sense of Belonging (School Connectedness)	54%	Sense of Belonging (School Connectedness)	61%

Fall 2019		Spring 2020	
Student SEL Survey		Student SEL & Distance Learning Survey	
Topic	Percent Favorable ⓘ	Topic	Percent Favorable ⓘ
Self-Management ⓘ	78% 	Self-Management ⓘ	76% 
Social Awareness ⓘ	67% 	Social Awareness ⓘ	68% 
Growth Mindset ⓘ	63% 	Growth Mindset ⓘ	66% 
Self-Efficacy ⓘ	39% 	Learning at Home	56% 
		Self-Efficacy ⓘ	40% 





Findings: In the school year 2019-20, between the fall and spring, the data shows that in all categories of the climate survey, there was an increase of between 4 to 9 percentage points. In the latter half of the same school year when Distance Learning was put in place, self-management decreased by two percentage points, and self-efficacy increased by only 1. In the school year 2020-21, the year of Distance Learning, there was an increase in all survey categories except in Knowledge and Fairness of Discipline, Rules and Norms, Student Relationships, and Student Engagement. The Socio-Emotional and Well-Being survey categories showed an improvement all across the categories except in the area of Challenging Feelings which stayed the same.

7. LCFF Priority 7 - Access to Broad Course of study

- a. **Current information on students who are career- and/or college-ready as reflected in the College and Career Indicator (CCI) on the Dashboard and other local measures, including percent of students prepared for college and career.**

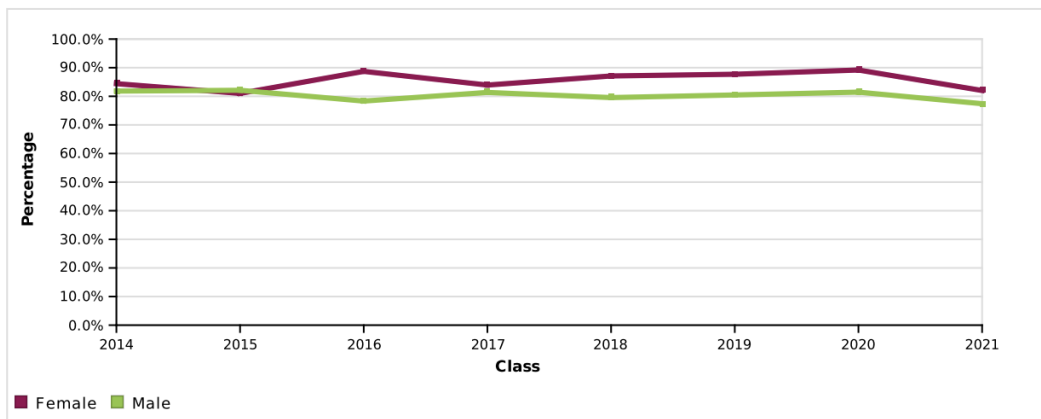
Students Immediately Enrolled in Higher Education After Graduation

Additional Data: [National Clearing House - Student Tracker](#)

Class of	2016-17	2017-18	2018-19	2019-20	2020-21
Total Graduates	532	595	557	534	576
Higher Education	440	495	470	455	460
Percent Higher Education	82.7%	83.19%	84.3%	85.2%	79.86%

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Gender
Effective as of : November 29, 2021



	2014	2015	2016	2017	2018	2019	2020	2021
Total Number of Students in Class	516	466	488	532	595	557	534	576

Female	# of students in cohort	263	237	248	280	287	301	259	306
	# of students meeting outcome	222	192	220	235	250	264	231	251
	% of students meeting outcome	84.4%	81.0%	88.7%	83.9%	87.1%	87.7%	89.2%	82.0%
Male	# of students in cohort	253	229	240	252	308	256	275	270
	# of students meeting outcome	207	188	188	205	245	206	224	209
	% of students meeting outcome	81.8%	82.1%	78.3%	81.3%	79.5%	80.5%	81.5%	77.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Silver Creek High School

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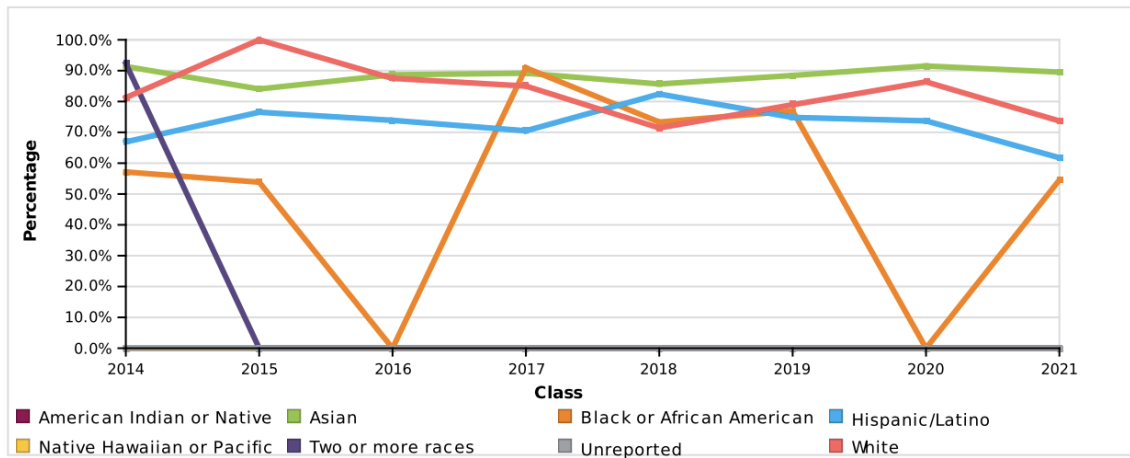
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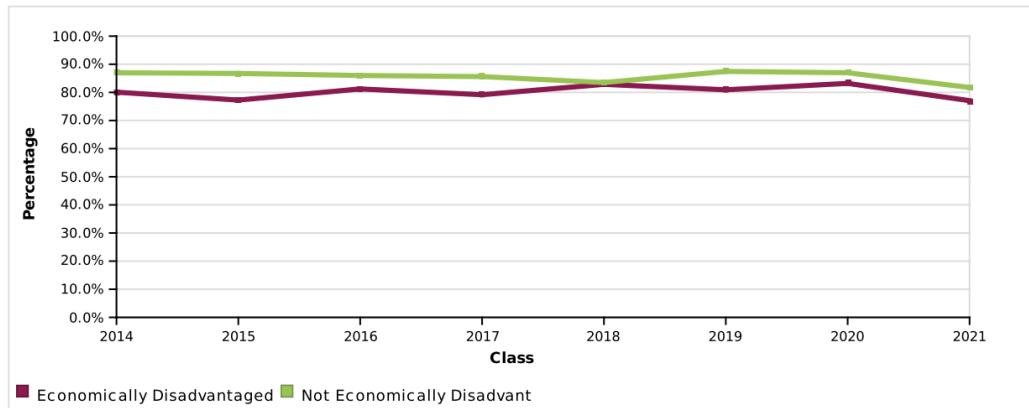
StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Race/Ethnicity
Effective as of : November 29, 2021



StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Economic Disadvantage
Effective as of : November 29, 2021



		2014	2015	2016	2017	2018	2019	2020	2021
Total Number of Students in Class		516	466	488	532	595	557	534	576
Economically Disadvantaged	# of students in cohort	286	255	245	240	274	262	250	231
	# of students meeting outcome	229	197	199	190	227	212	208	178
	% of students meeting outcome	80.1%	77.3%	81.2%	79.2%	82.8%	80.9%	83.2%	77.1%
Not Economically Disadvantaged	# of students in cohort	230	211	243	292	321	295	284	345
	# of students meeting outcome	200	183	209	250	268	258	247	282
	% of students meeting outcome	87.0%	86.7%	86.0%	85.6%	83.5%	87.5%	87.0%	81.7%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

- b. Number of students meeting UC a–g requirements; the number enrolled in the UC approved courses. Identify the person responsible for maintaining course approval**

On Track for A-G Completion Silver Creek High School					
	Grade 9				
	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	57.4%	59.8%	57.9%	61.8%	58.0%
African American		37.5%	41.7%		
Asian	77.2%	80.5%	77.9%	80.6%	74.3%
Hispanic	30.8%	25.8%	26.3%	32.5%	32.7%
Native American					14.3%
Pacific Islander					
Two or More Races				81.5%	60.7%
White	57.1%	48.7%	43.6%	69.7%	35.4%
ELL	20.2%	19.4%	33.8%	24.1%	33.6%
SED	48.1%	44.3%	48.6%	48.9%	46.9%
SWD	2.3%	8.5%	7.8%	9.3%	2.0%

On Track for A-G Completion Silver Creek High School					
	Grade 10				
	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	47.6%	45.8%	46.7%	50.1%	51.2%
African American	16.7%		38.5%	28.6%	
Asian	63.9%	65.1%	66.9%	71.2%	70.4%
Hispanic	18.1%	18.6%	14.5%	18.8%	21.3%
Native American					
Pacific Islander					
Two or More Races					71.4%
White	52.0%	43.5%	34.6%	29.7%	55.9%
ELL	9.5%	12.2%	9.4%	18.2%	21.0%
SED	39.7%	37.2%	33.0%	39.7%	41.2%
SWD	7.1%	2.4%	4.2%	3.6%	5.8%

On Track for A-G Completion Silver Creek High School					
	Grade 11				
	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	37.1%	38.1%	36.6%	41.6%	43.0%
African American	17.6%	10.5%		36.4%	17.6%
Asian	48.2%	51.8%	49.5%	57.5%	60.0%
Hispanic	17.5%	11.8%	16.0%	12.0%	16.8%
Native American					
Pacific Islander					
Two or More Races					
White	32.1%	36.4%	31.8%	39.1%	34.3%
ELL	7.0%	4.7%	6.8%	4.8%	10.8%
SED	30.1%	30.9%	30.6%	36.8%	35.4%
SWD	2.4%	4.9%	0.0%	2.3%	3.7%

2020-21 Student Population On Track A-G Silver Creek High School			
Population	9th Grade	10th Grade	11th Grade
Total	640	608	635
Hispanic	171	211	197
White	48	34	35
Black/African American	6	9	17
Asian	369	318	370
Two or More Races	28	28	6
Pacific Islander	4	6	7
Native American/Native Alaskan	14	2	3
EL	107	81	65
SED	241	262	280
SWD	51	52	54

Note: For a student to be on-track for A-G completion the following assumption is:

Grade	Credits	English	Math	Science	Soc Sci	World Lang	VAPA
9	60	10	10	10			
10	120	20	20	20	10-WH	10	
11	180	30	30	20	10-WH 10-US	20	10

A-G Rate			
	2018-19 4-Year	2019-20 4-Year	2020-21 4-year
African American	41.7%		45.5%
Asian	72.6%	71.8%	76.9%
Filipino	62.7%	52.4%	65.5%
Hispanic	33.3%	25.9%	32.1%
Pacific Islander			
Native American			
White	72.2%	50.0%	52.6%
Two or More Races			
English Learners	34.2%	20.3%	29.1%
Foster Youth			
Homeless Youth			
Migrant Education			
Students with Disabilities	11.6%	10.7%	17.9%
SED	55.2%	47.3%	50.8%
Overall	60.1%	53.7%	60.5%
District	52.0%	52.8%	54.1%

Findings: Until 2020, our rate of graduates immediately matriculated into postsecondary institutions trended up to 85%. This number includes matriculation in trade school. There was a 5% decrease in the number of students continuing high education during the pandemic year. Latinx students have increased their percentage of A-G Completion from 2020-2021 from 26% to 32% and 72% are going onto higher education immediately following high school.

As reported in our [SPSA](#), A-G college readiness completion currently stands at a rate of 53%. The Latinx subgroup population is lower than the 50% A-G completion rate, at 32%. We have not increased Latinx on-track status by 5% as stated in our SPSA goal, but we are back where we started in 2019 before the quarantine, so we may assume that the drop in 2020-2021 owes to quarantine-related problems. As we see above, attendance is helping us approach this long-lasting

problem, so we must focus our development of MTSS Tier-1 in-school supports on learning more about students' needs within target populations such as Latinx students.

8. LCFF Priority 8 - Other pupil outcomes

a. School Budget

Per-Pupil and School Site Teacher Salaries: This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. (Data found in SARC report)

2019-20 Expenditures	Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary School Site
Silver Creek	\$9,327	\$1,588	\$7,740	\$104,082

Budget Year	Title I	Title II	ASSESTs	General Fund	Total Budget
2021-22	\$139,038	\$24,299	\$180,000	\$204,200	547,537
2020-21	\$118,139	\$25,800	\$180,000	\$187,776	511,715
2019-20	\$228,730	\$26,066	\$180,000	\$192,000	626,796

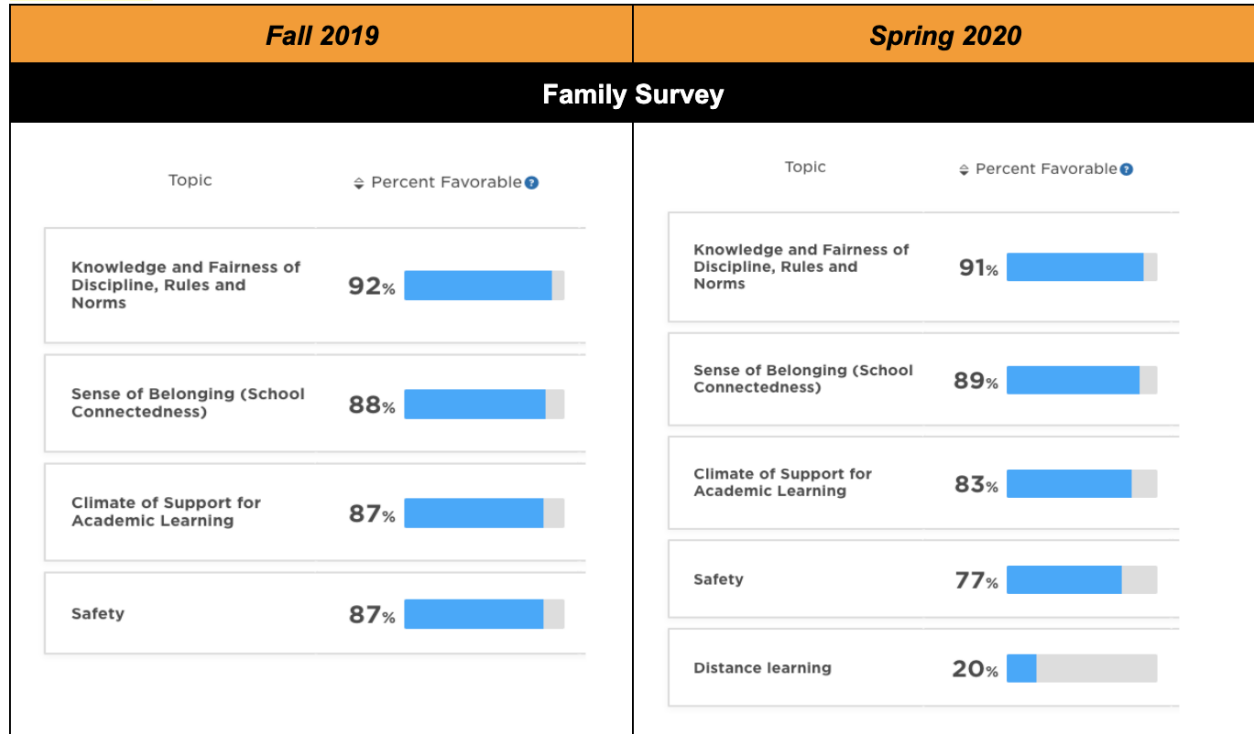
Funding Expenditures

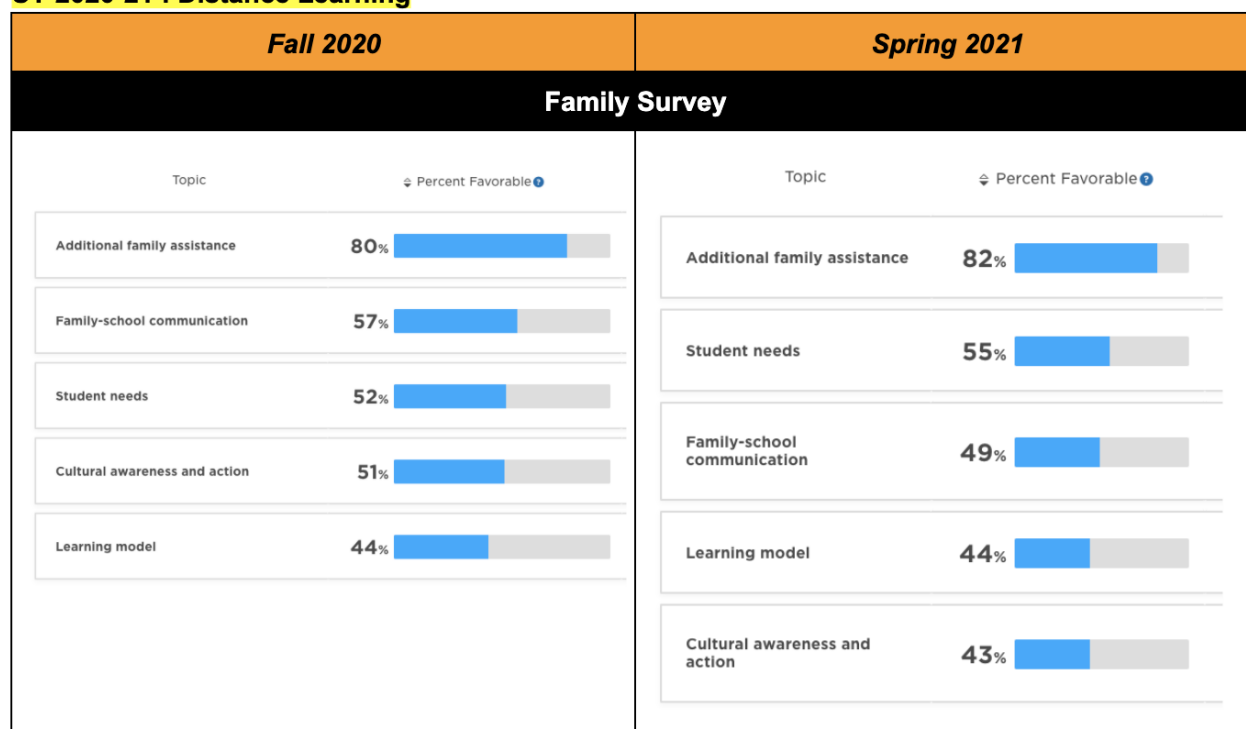
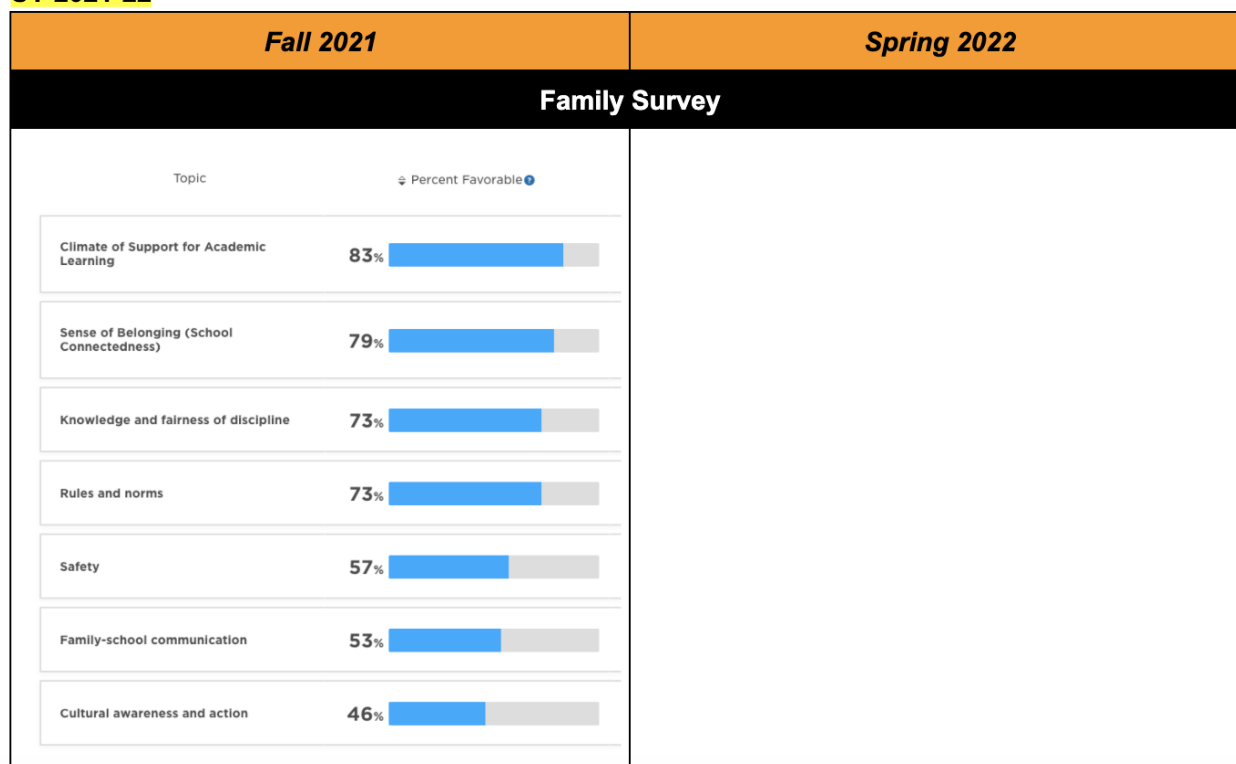
The following special programs offered at the school include: School Improvement Program, Education Assistance/tutoring and Student Assistance Program, Multi-Service Team, Mental Health and Wellness Center and School Psychologist, Adaptive Physical Education, Learning Handicapped and Speech Therapy, Limited English Proficient, Migrant Education Program and, Vocational Education and Evergreen Valley College classes.

F. Perception Data

a. Results of interviews, surveys, etc about the stakeholders view the school

SY 2019-20



SY 2020-21 : Distance Learning**SY 2021-22**

Findings: In the school year 2019-20, there was a 1-10 percentage point decrease in all categories except in the “Sense of Belonging”, which increased one percentage point. In 2020-21, the year of Distance Learning, “Family School Communication” and “Cultural Awareness and Action” went down the most by eight percentage points each. But there was an increase in all other categories for that school year.

G. Summary of Profile

Implications of the data with respect to student performance

Looking at all data points above, we consistently see a discrepancy in success with our Latinx, African American, English Learners, students with disabilities, socio-economically disadvantaged students.

Summary of data:

Graduation Rate: Overall 92%, socioeconomic disadvantage 91%, students with disabilities 78%, EL 87%, Latinx 86%, and African American 92% students

A-G Course Completion Rate: Overall 61%, Latinx 32%, EL 29%, students with disabilities 18%, and African American 45% students

Suspension Rate: Overall 3%, students with disabilities 8%, socio-economic disadvantaged 4%, EL 5%, Latinx 5%, and African American 7% students

Chronic Absenteeism Rate (2018-2019): Overall 3.71%, African American 13.5% and Latinx 17.2% students

EL Performance (2019 data): 58% making progress towards English language proficiency, 77 points below standard Math CAASPP, 38 points below standards in English CAASPP

Per the disproportional rates of success in our focus group students, we find that our major preliminary student learner needs are centered around providing tiered support for our focus group students in each aspect of school: graduation rate, A-G course completion, suspension rates, chronic absenteeism rates, and EL performance.

Major preliminary student learner needs identified in the data

Our SPSA reflects these data points, and our professional development and staff collaboration support our site SPSA goals. The greatest challenges we face are that roughly forty percent of our students do not graduate A-G ready, and that the achievement gap for some of our subgroups is evident. We have work to do in terms of providing equity in discipline, particularly in terms of suspensions, and in helping our students feel supported and welcomed by staff in pursuit of their academic goals.

Our site works often and regularly to review data and provide tiered support for all students to improve student outcomes and wellbeing. Since implementing the MTSS framework, we are learning about tiered supports and integrating them into all of our systems as a common

assurance to fidelity. We have the goals listed below to support our student learner needs:

- **Power Standards:** When teachers collaborate and agree on what students are expected to have learned, vertical alignment occurs, and higher quality assessments are produced. Assessments become aligned and essential in identifying students who need intervention or enrichment. The idea is students will improve in each subject because lessons can be designed to go deeper, so students gain a deeper knowledge and understanding. Teachers will be able to identify students' needs and areas that need to be retaught. The expected result is improved grades, SBAC, and EAP College Readiness.
- **EL Support:** When teachers collaborate and create lessons that involve Speaking, Reading, Writing, and Listening, students will have additional opportunities to show what they know and how they are improving. Training teachers on how to develop lessons that incorporate the SWRL will improve students' knowledge and success. Teaching comprehension strategies, helping students understand text, and developing writing skills are essential. Allowing students to discuss ideas before writing will help improve their speech. If all teachers in all subjects support all students in these areas, the expected results will be increased graduation rates, College and Career Readiness, and a sense of belonging to the class.
- **MTSS Implementation:**
 - At the Tier 1 level, we can provide academic, behavioral, and overall wellness support to all students through classroom embedded practices that create welcoming environments, engage students, and assess learning to identify learning gaps.
 - At the Tier 2 level, students in need of additional support can be provided with small group learning sessions focused on both academic and social-emotional needs. Students can also be provided instructional materials that can be accessed at home for further practice and skill development.
 - At the Tier 3 level, students identified as needing intensive support and intervention can be provided one to one tutoring, counseling, and/or targeted assistance focused on the specific identified needs of the student. As a district, the work to ensure equity is grounded in how we respond as a system; therefore, this grant will support our system's responses in addressing
 - Staff are shown schoolwide behavior data regularly and provide input on the Tiered Support Teams (Tier I, Tier II, and Tier III) and align the work to create a seamless system of support for all students using our Grad Profile (CREEK Way). Through these systems and data focused investigations of student achievement we will see improved academic, overall wellness, and connection to campus in our students especially in our focus group students.



Focus Group A: Organization
Facilitator- Kelly Daugherty, Principal
Co-Facilitator- Allan Roberts, Head Counselor

Chapter III: Self-Study Findings

Since our previous report, Silver Creek High School aligned our professional development work with the [SPSA](#) and our Graduate Profile [CREEK Way](#) focusing on target student groups. Data in Chapter II identify target groups and site goals, such as the postgraduate preparation of African-American, Latinx and EL students, which have been documented in our SPSA goals. Chapter III gives an opportunity to see how our site organization, community connections and classroom action address our community's needs and work toward our documented goals. We will indicate where applicable how our efforts align with MTSS Tier 1 supports.

[A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources](#)

[B. Curriculum](#)

[C. Learning and Teaching](#)

[D. Assessment and Accountability](#)

[E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.](#)

Provide pertinent evidence for review by the visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

[Staff Brainstorm](#)

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide graduate profile and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready,

and aligned with district goals for students.

Findings	Supporting Evidence
<p>Our school has a clear vision and mission that is tailored to the personality of our school and aligned to our district’s vision and mission. Our district has a robust equity policy and messages the key aspects as “Equitable East Side Communities” where: ALL students are welcomed as they are; strengths and areas of growth for all students are known and supported; adults positively respond to the social-emotional, wellness, and academic needs of every students; and ALL students engage with tasks that develop the strategic thinking skills for full participation in their local communities and the global society. Our vision and mission have been developed through the Multi-Tiered Systems of Support framework that we have been engaged in as a site since the 2018-2019 school year.</p> <p>Our Theory of Action which was developed collaboratively in the MTSS Tier 1 Team and the entire site and community name our “why” and “how” as follows: When students and teachers are seen and heard for who they are and who they will become, we will have a creative, kind, and engaged learning community where we build equity so all students are respected and prepared to be successful in school and beyond. Our Theory of Action also contains our Behavior Expectations (student graduate profile): creative, kind, engaged, equitable, and respectful (CREEK Way). These values are based on current educational research and include social emotional outcomes to support the whole child. Additionally, as our district is in significant disproportionality, it is imperative that our site addresses equity to meet the needs of ALL of our students.</p>	<p>ESUHSD Equitable Communities</p> <p>ESUHSD Equity Board Policy</p> <p>ESUHSD Graduate Profile</p> <p>Mission and Vision–MTSS Theory of Action and Behavior Expectations</p>

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

Findings	Supporting Evidence
In the 2018-2019 school year our site developed our behavior expectations/schoolwide learner outcomes (The CREEK Way) which were formally ESLRs (ACE). The expectations were brainstormed in the MTSS Tier 1 Team (which included students and parents), then brainstormed further with the whole staff, then voted on by staff, students, and families. The leadership team and the MTSS Tier 1 Team understands and messaged that these expectations should be updated and evaluated as our community changes over the years, and we have indeed made revisions to the Theory of Action in the 2019-2020 school year.	Behavior Expectation Survey + Results

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
While our vision, mission, and behavior expectations are collaboratively made and shared publicly in every teacher teaming and community meeting (Coffee Talks with Principal and School Site Council), and messaged in signage across our campus, our efforts in making The CREEK Way “real” were suppressed by the pandemic and distance learning. The CREEK Way is not known fully but there are nascent plans being developed in multiple staff and student teams.	SEL Schoolwide Lessons 20-21 Theory of Action The CREEK Way Behavior Expectations Matrix School Site Council
In the 2020-21 school year students and staff created SEL schoolwide lessons that were shared weekly that tied into the social emotional needs of our community and aligned with the MTSS framework. Staff meetings message The CREEK Way as we use our behavior expectations as meeting norms. As half of our population is new to our school in the 2020-2021 school year and the behavior expectation matrix was developed right	

<p>as we sheltered in place, students do not have a clear understanding and we do not use them as a systems response to norm our site, yet.</p>	
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A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

Findings	Supporting Evidence
<p>Board policies and procedures are readily available, as are schedules of Board meetings and agendas. Board meetings are broadcast and archived via YouTube, and meeting minutes become public documents once approved for release by the Board. District vision, mission, and values, the District strategic plan, and the District Local Control and Accountability Plan (LCAP) are publicly available documents, all of which are in harmony with our site vision, mission, and values, our site grad profile (CREEK Way), and our site Single Plan for Student Achievement (SPSA). Progress at the site level is monitored at points including the California School Dashboard and Ed Data sites. Community members, including the parents of our students, are invited to participate in site governance through avenues such as our Asian American Parent Coalition, African-American Parent Coalition (AAPC), the English Language Advisory Council (ELAC), the Latinx Parent Coalition, our Parent-Teacher-Student Association (PTSA), and our School Site Council. The District maintains a Uniform Complaint Procedure (UCP), which may be initiated by staff or community members either at the district or site level. Our annual site SPSA process ensures site alignment with the District LCAP and includes review of our academic program's effectiveness.</p>	<p>District Board of Trustees meeting agendas and minutes</p> <p>District-organized college information night</p> <p>District policies</p> <p>District strategic plan</p> <p>District Uniform Complaint Procedure (UCP)</p> <p>District vision, mission, and values statements</p> <p>District Local Control and Accountability Plan (LCAP)</p> <p>District Uniform Behavior Response (UBR)</p> <p>Behavior Expectations</p> <p>District Graduation Profile</p>

	<p>Live-streaming and associated video library of District Board of Trustees meetings and study sessions</p> <p>Schedule of District Board of Trustees meetings</p> <p>School Site Council (SSC) meetings and minutes</p> <p>Site African-American Parent Coalition (AAPC)</p> <p>Site California School Dashboard data</p> <p>Site Ed Data</p> <p>Site Latinx Parent Coalition</p> <p>Site Single Plan for Student Achievement (SPSA)</p> <p>Site vision, mission, and values</p> <p>Superintendent's newsletter emailed to staff</p>
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A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
Our means of informing parents and the community about participation in school governance are fairly effective. However, we do not at present have a good way of measuring	Back to School Night Coffee with The Principal via

and quantifying what “fairly effective” means. We can report that we have an active Parent-Teacher-Student Association (PTSA), all student and parent positions on our Site Council are filled, and parent and student participation on our MTSS Tier 1 Team. We also have a Parent and Community Involvement Specialist (PCIS) whose work is to support students and families in navigating the school systems and assist their needs. In the 2021-2022 school year we now have a Student Equity Council, which is a student composed group, that is building capacity to contribute and participate in school governing initiatives.	Zoom Parent Community Liaison Parent Center → Wellness Center School Loop Student Equity Council (SEC)
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A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
Administrators are trained in the district’s uniform complaint procedures yearly and can assist staff as needed.	District provided training

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

Findings	Supporting Evidence
Teachers collaborate weekly and sometimes more to discuss student data, testing, and curriculum, among other items. The main initiatives developed by staff and administrator input, led by the Professional Development Committee, includes what we call Power Standards, S.W.R.L, and Professional Development Strands. Our Power Standards work situates departments into leveled groups and asks teachers to determine the five non-negotiable standards that act as common assurances for all students. From there, educators can develop instructional activities, assess, and reflect on the learning cycle. Speaking, Writing, Reading, and Listening (S.W.R.L.) is an initiative that started in the 2019-2020 school year that asks educators to provide opportunities for students in each lesson to participate in all four of these modes in a lesson which became doubly crucial in the online classroom. This initiative was developed from our school EL data that reveals that our EL students (and all students) need more opportunities for language acquisition and practice. Another core aspect of our yearly collaborations is our PD Strands. Over the years we have offered a wide range of learning opportunities from technology platforms, to social emotional learning, to trauma informed teaching, to culturally	Professional Development Calendars–Weekly collaboration time for educators (Linked in Preface) MTSS Tier 1 Team Initiatives (Freshman Connection Tour Educator Distance Learning Support Guide)

<p>responsive teaching, and many more. Educators have the autonomy to select courses based on their learning needs. During the 2020-2021 Distance Learning school year, we created a Google Classroom where all courses were housed and followed a cycle of inquiry model where educators analyzed their classroom data and picked a Strand that addressed the needs of their students. With days in between each Strand session educators were encouraged to implement a strategy they found or developed and to reflect by the end of the cycle. The PDC takes regular inventory of professional development via staff surveys to adjust our learning needs to our community.</p> <p>In All Staff meetings we ground ourselves in Early Warning Systems data to stay informed of student needs. Also, our MTSS Tier 1 Team leads initiatives grounded in school data.</p>	
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A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

Findings	Supporting Evidence
The Principal and Superintendent regularly review LCAP data with stakeholders to determine instructional practices and goals. Alongside WASC goals, the school communicates with the community via School Site Council and staff meetings to implement and adhere to the goals. Our site regularly refers back to EWS data to stay grounded in our student needs, especially our focus group students.	LCAP

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

Findings	Supporting Evidence
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There are various teacher teaming meetings where teacher leaders contribute and collaborate in academic, social-emotional, and behavior decision-making. Our teacher leader teams, such as the Professional Development Committee, MTSS Tier 1 Team, and 18.4 Committee (Staff Senate) are workgroups where members review data, develop initiatives, support in executing initiatives, and reflect afterward. Additionally, our site implements multiple surveys and provides various opportunities throughout the year via Google Surveys, Emails, or written contributions in All Staff meetings for staff feedback and input. This feedback is reviewed by leadership teams and considered as we look for the next steps for our whole learning community.	Teacher/Staff Teaming Leadership meetings
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A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
Our site has multiple ways in which principals communicate with the staff and community. Since 2018 the principal has instituted the Monday's Matter weekly Google Site newsletter that communicates need-to-knows, reminders, instructional support, calendar items, student successes, and staff recognition. Email, weekly staff meetings, and personal conversations support communication, planning, and conflict resolution. Additionally, our site has utilized social workers and our RIR protocol as a framework to Recognize, Interrupt, and Repair relationships.	Collaborative Problem Solving in leadership teams Mondays Matter Newsletter Prompt email responses Principal Coffee Talk Principal Open Door Policy Staff Meetings: Leadership participation in all teacher/staff teaming Problem solving meetings with the meeting when needed Use of social workers to mediate conflict for staff

	<u>Mental Health and Wellness Center Newsletter</u> <u>RIR (Recognize, Interrupt, Repair) protocol</u>
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A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
All teachers have appropriate degrees and certifications to teach at their particular level and classes. AP teachers have their preparatory training. District and site-level professional development opportunities are offered to support teacher and student learning needs. Additionally, our district supports teachers in their induction process with instructional coaches and on site school leadership supports new teachers with our New Raider meetings.	District Office Onboarding Department Chair Support Induction New Raider Meetings Appropriate curricular training (AP, ERWC, MRWC, NGSS, Data Science, etc.)

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
District and site-level professional development opportunities are offered to support teacher and student learning needs. In the 2020-2021 school year the district offered a plethora of remote	Professional Development Calendars District Wide Professional

professional development opportunities and was able to provide three additional professional development days before school began in the 2021-2022 academic year. We have a \$22,000 professional development budget to use towards providing materials and professional development opportunities to our staff in the 2021-2022 school year.	<p>Development</p> <p>Development of Power Standards and Priority Standards (horizontal and vertical alignment)</p> <p>Access to District pacing guides</p>
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A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
After site professional development opportunities, the facilitators and PDC collect and review participant feedback. Leadership groups such as the 18.4 Committee regularly review school data such as the Panorama data for school culture and climate, behavioral data, and various academic data from assessments. The PDC reviews feedback and student data to create and evaluate the effectiveness of our professional development offerings; however, there is more work to be done to align professional development to student learning.	<p>Staff feedback after professional development offerings</p> <p>Panorama data</p> <p>DRP data</p> <p>PSAT data</p> <p>CAASPP data</p> <p>AP test data</p> <p>ELPAC test data</p> <p>EWS data</p> <p>Department Common Assessments</p>

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
Staff members are evaluated every one to five years, depending on the position he or she holds and the amount of time he or	Evaluat'd

<p>she has been employed by the District. In addition to scheduled evaluation visits, administrators may also make unannounced informal visits to classrooms. Teachers are encouraged to evaluate their own teaching practice in various teacher teaming meetings.</p> <p>Parents and students seeking to provide feedback may do so in-person to administration via the District's Uniform Complaint Procedure (UCP) or through the school's widely advertised anonymous hotline.</p>	<p>Human Resources personnel records</p> <p>Admin classroom drop ins</p> <p>Uniform Complaint Procedure (UCP)</p> <p>Staff Panorama</p>
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A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
<p>Staff meets weekly for various tasks. Time is provided at the beginning of the year and throughout the year as needed to explain and update policies and procedures. Site and district leadership, especially during the pandemic, has used email and Zoom meetings to help communicate the ever-changing policies and procedures of covid and public health and safety.</p>	<p>Mondays Matter Newsletter</p> <p>Faculty Handbook</p> <p>Email</p> <p>COVID Procedures</p> <p>District Parent/Student Handbook</p>

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
A District personnel leads a site LCAP meeting annually and involves the community to develop the LCAP. At the site level, all stakeholders develop the SPSA which is then approved by the School Site Council.	Site LCAP Meeting School Site Council PCIS
The Chief Business Officer and the Superintendent review the Goals and Actions of the LCAP and identify the financial resources available, and include those in the District budget.	SPSA MTSS Implementation TOSA Teacher teaming (18.4 Committee, MTSS Tier 1 Team, Professional Development Committee, School Site Council)

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
The District & ASB Office are audited yearly by an internal	2021-2022 Budget template

<p>auditor. Our district and site follow FCMAT (Fiscal Crisis & Management Assistance Team) guidelines, including a multi-level review and approval of spending. The board reviews and certifies the audit results, and the school implements changes when suggestions are made.</p>	<p>Title I Budget</p> <p>FCMAT Training</p> <p>ASSETs budget (\$180,000/year; 5 year; '21-'22 year 3)</p> <p>Example Monthly Facility Rental Revenue Report</p> <p>Monthly Budget Site Profile</p> <p>Audits</p>
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A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and schoolwide learner outcomes).

Findings	Supporting Evidence
<p>The faculty and staff work closely together to ensure that facilities are clean and safe and allow for maximum learning and minimal distractions. With the onset of the pandemic, the district hired sanitization services for deep sanitization, air filters for HVAC, PPE, and hand sanitizer in every classroom for school safety.</p> <p>Custodians make sure classrooms are cleaned at the end of each day and maintain our facilities. When repairs and requests are made, custodians and district personnel promptly address facility needs. Technology staff is available and responds to staff and student needs promptly.</p>	<p>Clean bathrooms and campus</p> <p>District Facility Inspection Tool</p> <p>Covid guidelines and sanitization procedures</p>

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials, are effective.

Findings	Supporting Evidence
There are multiple pathways for educators and staff to acquire materials. Instructional materials are available at the site and as per the William's Act, every student has access to a textbook. Additionally, per Distance Learning our district and site moved to one-to-one with Chromebooks. New instructional materials are approved through the district in the IPC per a district-approved procedure. Additional classroom materials are acquired by educators using their department budget, which is managed and placed by the department chairs. Any additional materials can be requested through our PTSA, Principal, or district.	<p>District approved appropriate funding for lab classes</p> <p>William's Act</p> <p>One-to-one Chromebook distribution</p> <p>Chromebook check out</p> <p>MacBook/Dell computer checkout (60 total) for specialty courses</p> <p>East Side Technology Plan</p> <p>Measure I, East Side Technology Bond</p> <p>Information on Sprint Cell Phone Grant (hot spots)</p>

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
Resources are available to provide professional development opportunities to staff. Requests are submitted to either the Professional Development Coordinator or Principal and pushed to the district office for approval.	<p>Professional Development funding (\$22,000/year)</p> <p>Sample Interview Questions</p>

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. The district-level and site-level processes and results for purpose, governance, leadership, staff and resources are made available digitally and, with board-level issues, publicly on digital platforms.
2. Reconstructed mission and vision to incorporate the CREEK Way, SWRL, and SEL through MTSS.
3. We have increased teacher input via various committees.
4. We have upgraded our facilities and technology through district grants.
5. Professional Development opportunities and access are significant and aligned to the district and our site's mission and vision.
6. The creation of the Monday's Matters newsletter promotes communication from site leadership while also acknowledging our community.
7. MTSS Tier 1 Team has a cycle of looking at data, developing interventions, and executing them to improve our students' experience at our school in various ways.

Areas of Growth

1. Continue to allow for community/stakeholders to understand mission and vision, implement the matrix in terms of living the CREEK Way. Additionally, we need to focus on target student groups such as ELs to access the CREEK Way.
2. We need more student and family input in all levels of school decision-making.
3. We need to continue developing our professional development to improve student learning with real classroom implications, see [Chapter V](#).
4. We need to continue providing and improving our professional development that responds to student data and provides data-driven teaching strategies to improve student learning and wellbeing outcomes.
5. We need to continue finding ways to evaluate our professional development in terms of improving student learning and wellbeing outcomes. We need to use our findings to improve professional development to improve student learning and wellbeing outcomes.
6. We need to continue finding ways to increase communication to make sure all stakeholders have a solid understanding of the governance and policies of our school.



Focus Group B: Curriculum

Facilitator- Anthony Cardott, WASC Coordinator/World Language

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Staff Brainstorm

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
<p>LCAP GOAL 1: Provide high-quality instruction, learning opportunities, as well as guidance to prepare every student to graduate ready for college and career.</p> <p>The Professional Development committee has facilitated staff training on the latest social-emotional learning research, trauma-informed practices, kinetic movement, mindfulness practices, and culturally-responsive teaching.</p> <p>Physical Education</p> <p>Classes plan their Fitness Lessons on current best practices to improve cardiovascular endurance. Students are paced throughout the school year to build cardiovascular endurance to run a 5k by the end of the school year and to support them in becoming lifelong movers.</p> <p>Students also develop an understanding of sports history/history of movement, using sports psychology and implementing strategies during gameplay.</p> <p>Fitness Day workouts/Students videotaped themselves or took a screenshot of a Fitness Tracker APP as evidence of work completed during Distance Learning.</p> <p>Dance research project/collaborative team sports/individual and dual activities - Formative and summative assessments.</p>	<p>PD committee recap 2019-2020</p> <p>Power Standards</p> <p>S.W.R.L. by Department</p> <p>Example Student Work: https://quizlet.com/class/14994840/</p> <p>Current Event Template Student Example of Current Event with suggestions</p> <p>Analytical paragraphs (1) and (2)</p> <p>Master Schedule</p>

<p>World Languages Engagement in target language requires cultural competence and critical thinking</p> <p>Social Sciences Use SWRL to develop students' critical thinking skills. Students listen to and analyze real-world economics via podcasts by Planet Money and Freakonomics.</p> <p>Science As of 2022 the Science department has access to three Gale resources through our online management system ARMS: Gale Environmental Science, Gale Interactive Science, National Geographic</p> <p>The development of the Master Schedule is driven by student course requests made during the spring of the previous year. This provides for flexibility when designing the Master Schedule because it is primarily based on the expressed needs of the students.</p>	
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B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
<p>A review of our Master Schedule and Course Outlines shows that all of our academic courses follow the Common Core State Standards for their subject areas and that all of our courses offered (excluding Special Education classes, physical education, yearbook, and journalism courses) are A-G compliant.</p> <p>Silver Creek departments work together to develop common assessments, skill development goals, implementation of various technological tools, and teaching strategies in the continued development of Power Standards.</p> <p>English</p> <p>All ERWC, English 4, AP Literature teachers begin with college essays and/or resume and cover letters for students. Many English 3 teachers begin drafting personal essays at the end of the second semester.</p> <p>ERWC FAQs assignment allows students to research a college, major, or career of their choice.</p> <p>Counseling Department</p> <p>Counselors prepare grade-level presentations every Fall to review ESUHSD graduation requirements and college admission requirements with students and parents.</p> <p>Students complete the “Do What You Are” Activities in Naviance where students explore their 4 year plan, college/career search, college/career match and scholarships.</p> <p>In the Spring, counselors review graduation inventory with students and guide students to plan for their Fall schedule. Counselors work with seniors to check graduation status and adjust their schedule as needed for the second semester. Followup includes a discussion with students on what courses align to these goals and suggest alternative options available to</p>	<p>Master Schedule</p> <p>Power Standards</p> <p>S.W.R.L. by Department One-on-One meeting with counselors</p> <p>Cyber High Classes</p> <p>Silicon Valley Career Technical Education (SVCTE)</p> <p>Example Student Work: Resume/Cover Letter OR College Essay Assignment</p> <p>Student Sample Resume and Cover Letter Student Sample College Essay</p> <p>FAQ Assignment</p> <p>Sample Student FAQ</p> <p>NGSS Curriculum for Biology and Chemistry</p> <p>ERWC and MRWC</p> <p>“Do What You Are”</p> <p>12th Parent Presentation 11th/10th Parent Presentation</p>

them (summer opportunities, enrichment courses, career technical education, etc), see B2.1.

AVID

Supports students with [additional tools](#) that can be used for post-secondary planning. Students join the program in 9th grade and are mentored by the same teacher through 12th grade. This creates a family atmosphere in the class and develops lasting positive relationships. Students are supported with college/career preparation and exploration. In the class, the AVID teacher helps students develop goals and study skills.

Social Studies

Offers two actual university classes in cooperation with SJSU, Macroeconomics 1A, and Political Science 1A. Students receive credit at Silver Creek and SJSU simultaneously. This opportunity allows students to experience and master the rigor of a college class before they graduate. Students report that this has helped them succeed in higher education. (See B1.3)

Math - Adopted MRWC as a course after Math 3 so students have the opportunity to be conditionally ready for CSU and community colleges who expect the course.

Science - Adopted the NGSS standards for Biology and Chemistry. Teachers have been developing lessons that meet these standards.

Cyber High classes, sanctioned by the California Department of Education, provide students with UC/CSU approved A-G level courses that can be used for credit recovery.

[9th Parent Presentation](#)

[12th Student Presentation](#)

[11th Student Presentation](#)

[10th Student Presentation](#)

[9th Student Presentation](#)

Weeks at a glance:

[AVID 1](#), [2](#), [3](#), [4](#)

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic

standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>The school continues to develop ways to align the Graduate Profile with all aspects of student learning. For example, in the S.W.R.L. by Department where teachers are asked to find ways to shift the cognitive load of speaking, writing, reading, and listening to students within every class period, we asked how strategies are “creative” which is an expectation in our Graduate Profile (CREEK Way). As we continue building Power Standards and MTSS systems, we look to collaborate in academic skills school wide and to acknowledge student achievement to strengthen this alignment.</p> <p>World Language</p> <p>Teachers align assessments with the National Standards for Learning Languages with the Common Core Standards. When providing assessments to students, most world language teachers assess through proficiency-based tasks.</p> <p>Social Studies</p> <p>Created a comprehensive Power Standards document that vertically aligns the curriculum in the social science classes. Power Standards are based on California State Standards.</p> <p>Physical Education</p> <p>Lessons reflect California State Content Standards for physical education. Students perform moderate to vigorous activity for approximately 40 minutes per day. Students demonstrate proficient movement skills in a variety of movements.</p> <p>Science</p> <p>Over the course of the last five years, our Science department has been working to integrate the new Next Generation Science Standards (NGSS) into all of their course curriculums. During this process, they found the outsourced NGSS curriculum to be rather limited in application. To remedy this deficit, our Science department has been participating in a district-wide drive to create a customized curriculum based on the NGSS standards but using modified texts, newer resources, and an updated program of study.</p>	<p>Power Standards</p> <p>Power Standards Document for social studies</p> <p>S.W.R.L. by Department</p> <p>Student Work Examples: Email Reply Prompt: Sample email response</p> <p>Directions: Simulated conversation Prompt simulated conversation: Student sample simulated conversation</p> <p>Next Generation Science Standards (NGSS)</p> <p>New ESUHSD Chemistry Curriculum</p>

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
<p>The long term goal of Power Standards is that it supports teachers in building cross curricular collaborations to engage students in interdisciplinary learning opportunities for students. Additionally, in the Fall of 2023 we have a new building on campus that has been designed to house teachers who can commit to collaborate cross curricularly.</p> <p>Linked Learning pathway teams grade-level core subjects (Science and English) with CTE intro/concentrator/capstone pathway courses (Introduction to Business, Accounting, and Economics of Business Ownership). Students work on an interdisciplinary project for each grade-level.</p>	<p>Linked Learning list of teachers and departments.</p>

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>The school engages community partners and resources such as our community-based organizations like City Peace Project and works with our technical school SVCTE. While the APED has some interaction with our three primary feeder schools in terms of enrollment, for instance, our middle school visits; however, this collaboration between feeder schools is not in-depth. We do not use follow-up students of graduates and others to learn about the effectiveness of the curricular program.</p>	<p>Middle School Visits</p> <p>Freshman Orientation</p> <p>SJSU Step Up</p> <p>Community Based Organizations</p> <p>SVCTE</p>

<p>Several departments hold matriculation agreements with local community colleges honoring introductory course completion at Silver Creek and earning college credit before starting college.</p> <p>Enrollment in SJSU classes (2 sections, roughly 60 students) Student papers and presentations based on interviews with local entrepreneurs (often in languages other than English).</p> <p>Each year our SPED department meets with feeder schools to present academic programs, curricular pathways, and opportunities for SPED to find success. These presentations also include information on how SPED students can access after-school support programs to increase their academic and social success.</p> <p>During the summer, we work to organize a “Freshman Orientation Day” where student peers take our new freshmen on campus tours so that they can be well acclimated before school begins. In most cases, the freshmen also receive their textbooks, sign up for their Schoolloop accounts, and receive their new schedule of classes.</p>	<p>Special Ed articulation calendar</p>
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B1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
<p>Student Support Services</p> <ul style="list-style-type: none"> • Post-Secondary Education week via counseling department. SVCTE is available for technical training during school hours. • College Field Trips are provided for students who applied for the specific colleges. Counseling keeps brochures on hand. • Counselors meet with each grade level (in a large group setting) each fall semester and discuss all post-secondary education options available to them (see B1). This presentation is shared via powerpoint to all students. • Counselors meet with students one-on-one each spring semester and discuss course selection for the following year. • These one-on-one meetings usually lead to a discussion on post-high school goals (applying to college, what they want to major in, what career they want to pursue, etc) and the student and counselor can discuss what courses align to these goals and suggest alternative options available to them (summer opportunities, enrichment courses, career technical education, etc). Students have access to this virtual link for additional course information and signups. <p>World Language</p> <p>Students research colleges in Japan and how study abroad programs work, and what majors/programs are available.</p> <p>AVID</p> <p>There are no requisites to join, but AVID program teachers actively seek out members of disadvantaged demographic groups and make sure to bring in guest speakers, post-secondary information etc. to expand disadvantaged students' sense of options.</p> <p>Physical Education</p> <p>All students now have access to PE 1, 2 and 3.</p>	<p>Incoming 9th</p> <p>10th - 12th Grade</p> <p>Post-Secondary Week 2021 flier</p> <p>SVCTE participation at Silver Creek was the second-highest in the district in 2020-2021.</p> <p>AVID</p> <p>Workability</p> <p>Teacher Office Hours</p> <p>Student Clubs</p>

<p>Workability</p> <p>Special Education faculty prepare Individual Transition Plans (ITPs) for students in their caseloads, plans which become part of the students' Individualized Education Programs (IEPs). ITPs assist students in moving from high school toward college and career. A crucial part of a successful ITP is the Workability program, which provides students direct information about training programs and careers available to them after high school, often in the form of field trips to colleges and businesses.</p> <p>Teachers go beyond classroom instruction, making themselves available to students during scheduled office and tutoring hours in addition to unscheduled time teachers give for student mentorship.</p> <p>Student clubs, many of them academically inclined, offer a range of subjects, allowing students to explore future college and career possibilities while supplementing their current high school education.</p> <p>Each month our Principal holds a "Principal's Coffee" for parents who would like to have more information on issues such as career exploration, college readiness, college applications, financial aid, dealing with troubled teenagers, and helping teens make good career and post- secondary choices.</p>	
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B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Supporting Evidence
<p>Removing all access barriers to AP classes makes them available to anyone who wants more access to classes at a college level, where they can challenge themselves while preparing for college.</p>	<p>Master Schedule</p> <p>Workability</p> <p>AVID</p>

<p>Increased enrollment diversity in AP classes remains inconsistent.</p> <p>Social sciences, World Languages, and English incorporate multicultural literature and perspectives in the classroom that reflect the realities of the students (demographics, socioeconomic status, cultural capitals) and families' migration stories.</p> <p>World Languages</p> <p>Japanese: During distance learning, Silver Creek students interacted with students in Japan in written and verbal communication. Screenshots of some message exchanges on Padlet are attached.</p> <p>Spanish: Course enrollment patterns reflect the diversity of the school's students. In the unit related to work, students have the opportunity to participate in a simulated conversation that is similar to an official interview for a job.</p> <p>Journalism</p> <p>Produces the school paper. Opened the course to grades 9-12; opening for artists, writers, editors, podcasts, and techies to produce the online school paper, <i>The Raider Review</i>. Allows for students to participate and have their voices heard on the topics that are relevant to them. If the class does not fit into their schedule, they can also participate during ASSETs. (After school program.) Basically, anyone is welcome.</p> <p>Yearbook</p> <p>Students learn industry standard design technology, work with semi-professional camera equipment, engage and sell their product using social media and other marketing strategies, and learn design and journalism concepts to produce a publication that competes and wins locally and nationally. Students exit the class with transferable, real life practice and skills.</p>	<p>Linked Learning</p> <p>Student Work Examples:</p> <p>Student example</p> <p>Project: Study Abroad</p> <p>Identify a college you would study abroad at, and explain details about it. Tell if you would want to live in a dorm, on your own, or with a host family and how that would affect your experience.</p> <p>Prompt: Simulated conversaci3n</p> <p>Student sample: Interview (House on Mango Street) final</p> <p>Guest speakers</p> <p>Analysis of videos (Malcolm X, Oscar Acosta, Dolores Huerta, James Baldwin, Luis J. Rodriguez)</p> <p>The Raider Review: The Student Voice</p> <p>The Galleon: Pacemaker Finalist 2020</p>
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B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Parent consultation, teacher collaboration, IEP and 504 meetings, communication with outside therapists, monthly student services meetings with advisors/ counselors/ social workers/ PCIS, referrals to outside mental health and substance use services.</p> <p>Mental Health & Wellness Collaboration with teachers, parents, outside therapists, doctors, etc. for a student's well-being in Mental Health and in the classroom (see category E).</p> <p>AVID Includes students by having two student representatives from each class meet twice a semester and review student/class needs. AVID inputs guest speakers, field trips, and class activities. AVID also communicates with parents through grade checks and call when a student has dropped below a 2.0 or has two or more D/F's.</p> <p>Student Support Services Counselors and several departments work together with Google Docs and email every fall to collaborate on individual student cases to pursue both the greatest opportunity and student motivation.</p> <p>All of our students have the opportunity to take courses with the Silicon Valley Career Technical Education (SVCTE) program. This program provides students with a wide range of career education choices: auto body refinishing, HVAC installation and repair, diesel truck maintenance, construction technologies, veterinary sciences, animation, medical and dental assistance, fire-fighting, ambulance technician law enforcement, and much more.</p> <p>Parent, Student, Staff Collaboration Parent, and student input and involvement are crucial to our school. Outlets for direct interactions among staff, parents, and students include:</p> <ul style="list-style-type: none"> ● Parent-Teacher-Student Association (PTSA) 	<p>504 Plans/Individualized Education Program (IEP)</p> <p>Back to School Night</p> <p>SST</p> <p>Counseling sponsored events</p> <p>Silicon Valley Career Technical Education</p> <p>AVID</p> <p>PTSA</p> <p>ELAC</p> <p>LCAP meetings</p> <p>Back to School Night</p> <p>School Site Council</p> <p>PCIS</p> <p>Coffee Talks</p>

<ul style="list-style-type: none"> ● English Language Advisory Committee (ELAC) ● School Site Council <p>Campus events designed to bring parents and students into direct communication with staff, both to receive information and to provide feedback to staff, include:</p> <ul style="list-style-type: none"> ● AP Night ● Back-to-School Night ● Local Control and Accountability Plan (LCAP) meetings ● Coffee Talks <p>Finally, a full-time Parent-Community Involvement Specialist (PCIS) works to facilitate communication with parents and students regarding high school academic programming, supporting social services, and application for college and financial aid.</p>	
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B2.4. Post-High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
<p>Counselors work with our local CSU (SJSU) to host a variety of college workshops to help students prepare for college. Specifically, here is a list of workshops we host annually: <i>Applying to the CSU Workshop (for seniors)</i>, <i>The Secret to Success in College Admissions and Beyond! (for seniors and juniors)</i>, <i>Cal State Apply Q&A Workshop (for seniors)</i>, <i>SJSU Getting College Ready Workshop (for juniors)</i></p> <p>Students become more informed about college requirements, college deadlines, placement in college-level English and math classes, and applying to a CSU using Cal State Apply.</p> <p>We have a partnership with our local CSU (SJSU) and work with them to offer a summer transition program (“Spartan Summer Program”) for all seniors that submit their intent to enroll at SJSU. This program has been offered to students since</p>	<p>Partnerships with SJSU</p> <p>Cal State Apply</p> <p>Spartan Summer Program</p> <p>Step Up to College</p> <p>Workability</p>

<p>2016 exclusive for students within our district.</p> <p>The Spartan Summer Program is a two-week program that helps students get acclimated with college campus life, important deadlines, school resources, etc, to help students prepare and successfully transition into college.</p> <p>Counselors partner with local community colleges and host college application workshops and orientations for students applying to a specific community college. These workshops are usually offered in person and on the high school campus; however, it is facilitated by the community college outreach counselor. Students find this helpful because they have many questions when filling out their college applications and what courses to select for their first semester in college.</p>	
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B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

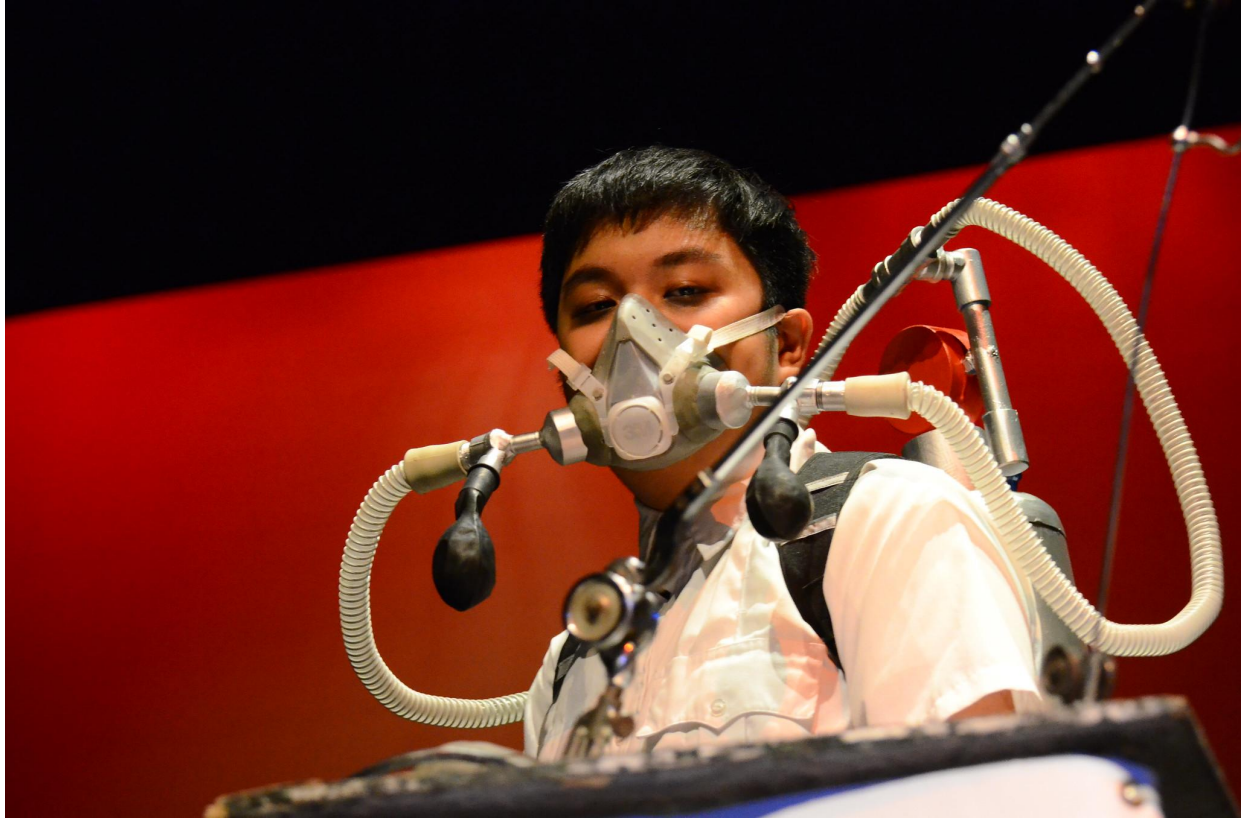
1. Silver Creek is successfully expanding the scope of our curriculum and family outreach to produce results such as the second-highest rate of participation in SCVTE. Where in 2018 we were losing for example many Latinx students to our small finishing schools, the SCVTE program and improved information about post-secondary options have the potential to keep students on track to graduation.
2. We gained an academic counselor improving our ability to see students at least twice a year one-on-one.
3. Our CTE pathway is a strength and offers college and career readiness learning opportunities.
4. Partnering with San Jose State University to include the Step Up To College program is an excellent opportunity for our students.
5. Our site has transitioned to ERWC and MRWC courses, curricula that are designed with secondary and post-secondary educators to improve our students' ability to succeed in college.
6. Cyber High improved access to credit recovery, leading to a higher graduation rate. Proactively supporting students in credit recovery in the 9-11th grade instead of being reactive in students' 12th grade.

Areas of Growth

1. AP science teachers, for example, report that the openness of their programs has not attracted a more diverse student population to AP science classes by itself. Academic preparation is needed to give diverse students the foundation to feel confident trying advanced coursework.
2. We need to continue to develop Power Standards to improve access to core standards and skills, allowing students to have similar experiences during their tenure at Silver Creek, teachers to collaborate around student learning and curricular effectiveness, and creating alignment for teachers to collaborate across disciplines.
3. We need to develop measurements for how common assessment, Power Standards, and teaching strategies open up curricular access to target groups.
4. As indicated below in category D, more time is needed for departments, programs, and

levels to calibrate their instruction and assessment methods before producing any evidence for how much they weigh in student diversity across the curricula versus the weight of students home situations.

5. We have lost some of our hands-on courses like NJROTC and need to continue to find ways to engage students in hands-on, college, and career-ready learning opportunities.
6. We need to create more MRWC (math) courses.



Focus Group C: Learning and Teaching
Facilitator- Erica King, MTSS Coordinator/English
Co-Facilitator- Sooky Yi, Social Science

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

[SWRL Strategies by Department](#)

[Staff Brainstorm](#)

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are **involved in challenging and relevant work** as evidenced by observations of students working and the examination of **student work**.

Findings	Supporting Evidence
<p>Silver Creek LCAP GOAL 4: Establish and sustain healthy school cultures through relationship-centered practices that keep students engaged in their learning environment and are designed to improve student behaviors.</p> <p>Silver Creek departments work together to develop common assessments, skill development goals, implementation of various technological tools, and teaching strategies. Teachers use student exemplars, rubrics, reflection and portfolios to assess student work.</p> <p>Staff has worked for the last two inquiry cycles on lesson planning and assessment for all four levels of the Depth of Knowledge scale.</p> <p>Silver Creek staff have examples of student work in their rooms and on Google Docs.</p> <p>English Department</p> <p>To support curriculum success with students, the English Department emphasized cultural capital, equity of voice, and fostering relationships by getting to know our students and meeting them where they are, particularly at the crucial 1 level. We use the standards that we have deemed most</p>	<p>Classroom Observations</p> <p>Lesson Plans/Class Activities</p> <p>Google Classroom</p> <p>Common summative/semester assessments (Math)</p> <p>Power Standards</p> <p>S.W.R.L. by Department</p>

important (“Power Standards” which we continue to evaluate) to guide our lessons to connect with and challenge students with the goal of building equity of voice.

We formalized the standards at the 2 level that reflect the majority of the academic material that we’ve covered over the course of the year. We used the four pillars of Speaking, Writing, Reading, and Listening (SWRL) as the basis for standard selection, ensuring that we address all elements in the English 2 curriculum, with attention to how English 2 students will matriculate into either English 3 (American Lit) or AP English Lang (non-fiction and rhetoric).

ELD Department

We are assessing EL students’ native language inventories as needed to confront sticky English words, giving individual students more choice in their memory devices as well as expanding consciousness of linguistic similarities and differences.

Business Department

Our Business Department has gained some traction with matriculating students through a course sequence in our linked-learning *business financial services* pathway. Students have been very successful in demonstrating the application of academic knowledge and development of work-based skills.

Math Department

The Math Department consistently strives for common pacing for each math level we offer. We do this by means of a shared Google sheet logging individual weekly updates. Reasons for this include streamlining of the rare but significant transition of one student to another class or teacher, as well as organizing department tasks such as common final exams holding similar performance tasks in varied versions.

As mentioned on [p.35 of our previous report](#), our department seeks to change mathematics instruction to focus more on understanding of core concepts and development of students’ problem-solving skills. As a department, we then can use the common final results (e.g. most commonly missed type of

problems, most commonly successful problems) to identify common successes and shortfalls of the semester content. The past two years the quarantine did have an impact, and we continued with common pacing including at the AP level, but made the decision not to have a common final. This year we each gave the MDTP diagnostic test (UCSD) to see where our students' skills are at the beginning of the school year..

Performing Arts Department

Instrumental music at Silver Creek has grown and differentiated over the past three years, adding Guitar 1 and 2 classes in addition to the regular classes of Advanced Band and Piano 1-4. We operated the first pit orchestra in collaboration with the drama department on their production *Little Shop of Horrors* in November 2019. All of the performing arts instructors collaborated on the musical with specific instruction from dance, choir, band, and theater instructors.

The department has also agreed upon power standards for Instrumental Ensembles and Harmonizing Instruments as a district group of Music Teachers. Distance learning brought the added challenge of providing asynchronous music instruction and distribution of instruments (including keyboards) to all students for home use.

Physical Education Department

Over the last three years, the Silver Creek Physical Education Department has continued our department-wide progressive running program, increased our focus on fitness-based physical education, and increased our course offerings and expanded 1- and 2-level standard-based activities such as pickleball, disc golf and handball. As we increase the total number of students participating in physical education, the lessons reflect the overarching SWRL goal and allow students opportunities to speak, write, read and listen as well as demonstrate kinesthetic awareness and performance of a variety of movement skills.

Science Department

As mentioned on [p.37 of our previous report](#), the Science Department has been implementing the Next Generation Science Standards (NGSS). During the last 3 years, the department piloted new curriculum and textbooks to determine

the best fit for our district. During this trial period, we determined that Stemscope was not a good fit for the NGSS high school-level Biology, Chemistry, or Physics. We then transitioned to an open, online source curriculum called CK12.

In the past year, the department identified and determined essential Power standards that will be the focus of subject curricula and benchmarking formative and summative assessments. Many of us believe that a greater inclusion of biodiversity studies, largely ignored by the current university systems, is the key to preserving ecosystems and therefore human life.

Social Science Department

Social Sciences is actively working on thoroughly implementing Silver Creek's SWRL goal in all classes. Work in level groups on curriculum mapping and vertical alignment of standards and skills has produced more common assessments, plus a powerful new rubric, the "[Social Science Potential Skills and Content Rubric Exemplar](#)," for skill and content development that was used as an example for schoolwide work on those goals. This will allow us to vertically align and build upon skills and knowledge, and help drive our continued work on developing common assessments in which content is a showcase for skill development.

Special Education Department

With attention to students in the moderate-severe program, the department is working on establishing classroom norms in order to have students be successful not only in academics but also with behaviors based on modeling expectations for students in order to build on their self-esteem, communication, and confidence. The department is also working on modifying lessons to reach all students at their academic level that also challenges them.

Visual Arts Department

The Silver Creek Visual Arts Department had to make a concerted effort to convert lessons for distance learning and digital formats. In project-based classes that focus on technique, it was difficult for a lot of students to get the same content online as in person. Teachers collaborated as a department to improve demonstrations and give students

support online through video production of demonstrations (doubly for the benefit of EL, SpED students and those needing more support), provision of online sources and migration of rubrics to Google Classroom.

World Languages Department

The department's members have joined teachers from across the district, and across all languages offered by the district, to work on common summative assessments modeled after the College Board's Language and Culture Advanced Placement Exams (see chapter 5), resulting in departmental collaboration on advancing real-life language experiences embedded with cultural nuances. This new assessment path is set for success by further training in ACTLF's program for teaching for proficiency, underway since 2019.

Across levels we provide opportunities for students to produce work that demonstrates their proficiency in the language, specifically writing and speaking. As outlined on [p.38 of our previous WASC report](#), placement of students within the large Spanish program has improved due to continuous improvement of our diagnostic tools and teachers' growing fluency in interpreting students' abilities against the levels, as well as successful collaboration with feeder schools. Proficiency training also motivates teachers in each language and each level to ensure that we are all using a variety of SWRL (speaking, writing, reading and listening) activities and projects in our classes, which approach DOK level 3 and above.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
We strive and work towards having all students understand content standards and teacher expectations in order to demonstrate their learning, as well as graduation path from counseling (see category B) and use of College Board online materials for AP courses.	Classroom Observations S.W.R.L. by Department World Language Academic Reading , Writing , Speaking as well as

<p>As we continue to develop Power Standards, we imagine creating student friendly common communication to help all students understand which standards they need to master in each course and how it relates to their college and career readiness.</p> <p>Most departments report using warmups and exit tickets, offering student choice whenever opportune, use of student exemplars to establish work expectations, peer evaluation and continued use of group work during distance learning, as well as technology for instant two-way feedback such as Pear Deck.</p>	<p>student-centered rubrics to reflect on ways to improve their communication in the 4 skills of listening, speaking, reading and writing. Culture and authentic audios and videos from multiple target-language countries are integrated into the lessons and prompts.</p> <p>Social Science Addressing social justice at the lower levels of Spanish class (1.2) Social Science: Use of rubrics in the classroom for projects, classwork, hw, Rubric on Evidence & Reasoning</p> <p>Physical Education W golf assessment rubric.d... ☰ Boxing Video Project an... ☰ Deep Water Swim Test ...</p>
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C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
<p>Silver Creek LCAP GOAL 2: Provide the physical, emotional, social, and academic supports to ensure students are making appropriate yearly progress toward high school graduation</p> <p>Teachers coach students in diverse career-related activities including in the development of skills required to form teams, plan and delegate work and evaluate results.</p> <p>Many teachers report “slowing down” both during distance learning and Fall 21, to give more class time for assigned work leaving less homework, most often through effective chunking and not from sacrificing content.</p> <p>Example Activities:</p> <ul style="list-style-type: none"> • Math Readiness Tests (MDTP)--using the results to guide instruction, built in Warm Up and Deltamath (an online app) exercises to fill-in gaps. Results can be provided for readiness tests in Math 1-3 and Math Analysis if needed. • Winning Speech and Debate National Championships (NCFL, SVUDL) • Social science: Classroom debates about Federalism, critical debates about contemporary issues (i.e. gun control, health care, immigration) who should have power to regulate issues? • In World Languages, extension focus is on comprehensible input and effective communication. Students practice the process through a variety of authentic input and prompts. 	<p>Classroom Observations</p> <p>S.W.R.L. by Department</p>

<p>While teachers use a robust and various amount of technology in the last six years, during the 2019-2020 Distance Learning year, all learners pivoted to web-based platforms and technologies, including using technology as the content and tool for learning. Teachers use EdPuzzle, Flipgrid, Vocaroo or similar audio recorders, Google Classroom, Illuminate, Jamboard, Adobe Spark, Quizlet, Kahoot!, Sworkit!, Google Kami, Pear Deck, Peloton, Nike Run app, Quizizz, Loom/ Screencastify, Delta Math (Math), MDTP (Math), Kuta (Math), Khan Academy (Math), Big Ideas (Math), Edulastic (Math), and Instagram. Additionally, teachers incorporated the use of Tik Tok, Instagram Live, Youtube & Zoom for video production. Students were more engaged in Project Based assignments because they could work at their own pace.</p>	
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C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
<p>Teachers differentiate instruction, applying visual, auditory & kinesthetic teaching strategies to accommodate the diverse student learning styles. The teacher will post notes on the board, Google Classroom, and Schoolloop. Teachers verbalize instructions and expectations through routine and demonstrate learning outcomes.</p> <p>Students demonstrate creative and critical thinking within a variety of instructional settings.</p> <p>Students have ample opportunities to demonstrate learning through differentiated and multimedia products.</p> <p>Students access assignments and instruction through available web-based portals.</p> <p>Evidenced in classroom observations. Contrasting world history learnings to today's observations on campus, at home, etc.</p> <p>Many teachers have entirely paperless classrooms, assigning, collecting, evaluating, and returning work online.</p>	<p>Classroom Observations</p> <p>S.W.R.L. by Department</p>

English

Aside from various technologies used by English teachers, a number of teachers have invested and received financial support from the school to build classroom libraries to aid literacy. 40% of the teachers in this department have sizable (some as large as 1,000+) classroom libraries that include high-interest young adult and contemporary novels to support their literacy and goal of becoming lifelong readers.

Visual Arts

Students access assignments on google classroom and are able to communicate with us through that platform, as well as schoolloop and e-mail. Teachers take students with all levels of art experience and help move them forward through individualized and group critiques.

Math

Use of VNPS (Vertical Non Permanent Surfaces) in addition to Randomized Groups for students to achieve academic proficiency in Math Classroom in addition to building collaboration skills.

Social Studies

Students assess factual scenarios to determine whether they depict crimes or civil wrongs and explain their reasoning; Students act as lawyers, witnesses, and jurors in mock trials, relying on reasoning and rhetorical skills; Students demonstrate their analysis of a culture through an Adobe Spark video; Students design their own business and develop a business plan to seek investment; Students research about the decolonization process of a country and produce podcasts summarizing their findings using Soundtrap.

World Language

Students craft videos using Adobe Spark to depict various cultures, promote the dance program, prepare video business plans and communicate to other speakers of a target language. Students also think critically about cultural cues and usage when forming questions and answers that can be practiced in-person and via Flipgrid.

<p>Other</p> <p>Forensic students investigate case studies and solve crimes per evidence.</p> <p>Japanese students identify new ways to use previous vocabulary and sentence structures in new situations.</p> <p>Yearbook</p> <p>Uses DSLR cameras, Online Design programs like Adobe InDesign and Photoshop, Google Suite, and laptops to create creative content.</p> <p>Students select a social issue that they feel strongly about or that is important to them and create movement & video footage to address the social issue and produce an end that addresses/resolves the issues.</p> <p>Cultural Awareness Units: combining cultural traditions with arts and academics to provide cultural awareness and appreciation.</p>	
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C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
<p>Per C1.1, departments work towards streamlining Power Standards to improve the production of DOK 3 and 4 learning opportunities. It is always the work of our school to create more opportunities for all students to demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.</p> <p>Social Science: Writing CVs, writing resumes for 10 years in the future showing the human capital they need to develop to achieve their occupational goal for that time (see B2 above); After evaluating descriptions and depictions of various cultures, students make a video showing their own illustration of a culture of their choosing</p>	Classroom Observations

<p>Law and Society: After learning the legal standards, students study scenarios involving crimes, torts, etc., identify the illegal acts, and explain their reasoning. (Instructional materials, formative and summative assessments) (SS)</p> <p>World Languages guided practice and application of language acquisition assigned for specific tasks in the community ie., ordering food.</p> <p>Biology students use nutrition apps to track diet and analyze it for amounts of studied macronutrients.</p> <p>Physical Education: All students complete a 2 mile, 2.5 mile and 5K run becoming lifelong movers. Students learn the importance of health and wellness in being lifelong learners-movers.</p>	
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C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p>We strive to create more access for all students to engage in career preparation activities. While some courses have more direct and explicit links to career preparation activities, courses with indirect links create learning opportunities for students to engage in career preparation activities.</p> <p>The AVID program hosts guest speakers weekly from a variety of college and career fields.</p> <p>World Languages</p> <ul style="list-style-type: none"> • In Japanese level 3 students explore college opportunities in Japan and compare to US colleges. • Travel abroad opportunities are offered through the World Languages Department (Japan, France and various Spanish-speaking countries). • Unit in Spanish 3 exploring job skills and how to prepare for a job interview. After the unit, students participate in a mock interview. Link • Students have conversations in Japanese with students living in Japan. When there are school trips, some students get to use the language with host families, 	<p>Classroom Observations</p> <p>24 AP Courses</p> <p>SVCTE</p> <p>Accessing prior knowledge and student schema for their future plans when contextualizing skills and content through departments.</p>

<p>students, and when doing things like shopping and going to restaurants.</p> <p>Social Science Participation in mock trials; Visits to Superior Court sessions and government meetings; Students prepare resumes for 10 years in the future to learn about the human capital needed for their desired job; Students decide whether crimes have been committed in the context of current events; Students attend Superior Court session and government meeting (e.g., school board, city council); Students learn about future careers in the social sciences</p> <p>Coaching students as lawyers, witnesses, and jurors in mock trials (Lesson plans, instructional materials, and videos), presentation skills, museum-curating (demonstrating their knowledge in history units that focus on indigneous peoples), team-work and assigning team roles according to ability. School Counseling Department--Juniors and seniors have the opportunity to attend Silicon Valley Career and Technical Education (SVCTE)</p> <p>Financial Literacy (Investment) Mock Interviews</p> <p>Yearbook Students learn industry standard design technology, work with semi-professional camera equipment, engage and sell their product using social media and other marketing strategies, and learn design and journalism concepts to produce a publication that competes and wins locally and nationally. Students exit the class with transferable, real life practice and skills.</p> <p>Counseling School Counseling Department hosts Post Secondary Education Week. Each day is focused on a different system with lunchtime activities from tabling to teachers hosting virtual tours.</p>	
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C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above*

indicators; include supporting evidence.

**ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. We have increased not only the messaging but the use of all domains of language—speaking, writing, reading and listening (SWRL)—with intentionality throughout all content areas.
2. Graduate Profile (CREEK Way):
 - Incremental growth in teaching post-secondary life and goal-setting (see category B), incremental growth in balancing real-life skill development with academic rigor. Potentially more effective offering for all students' education (broadly working toward SPSA/WASC goals 1 and 2).
 - Development of Graduate Profile (CREEK Way) that includes expectations that make intersections with classroom learning.
3. Technology

Since Distance Learning we have increased our collective use of web-based portals to help students work at all available times, but also through coaching students in management and planning skills. Strategies for skill development and teamwork developed to work under the impossible conditions of Distance Learning have proven worthwhile including for students with more needs in the classroom.
4. More of our staff participate in leading our classrooms on a basis of social-emotional learning.

Areas of Growth

1. Continued growth is needed in departmental development of not only Power Standards/skills planning and common assessment, but time and methods for communication between staff, around results.

We need to further refine and pursue the goal of building power standards, using them for instructional design as well as for analysis of student work within course levels. Building a schoolwide instruction cycle that supports educators in building learning experiences that are grounded in common standards; focused learning activities around selected standards; building and analyzing assessment (analyzing student work); and reflecting on the teaching and learning to inform future lessons.

2. Data show that Distance Learning was not as effective as in-person instruction. Further, our SPSA and WASC goal for measuring growth by CAASPP “Standard Met” numbers didn’t happen in 2021, reminding us that we need to continue to evaluate student needs, especially our identified target student groups and develop professional development and interventions to support all of our students but especially our focus group students.
3. We still need to make time to collectivize and normalize more research-based best-practice strategies across the faculty, including pedagogical methods for teachers as facilitators/coaches of students applying skills implied by the CREEK Way.
4. Further, we need to collectivize application of the CREEK Way to its full academic potential, facilitating creative, respectful, engaged, equitable, and kind learning with the CREEK Way as the basis for inquiry cycles.
5. We need to develop instructional common assurances to best support our students’ collective learning from class to class, especially for our focus group students. A specific area of need is for our English Language Learners, who would benefit from our continued implementation of the SWRL strategies. This work also supports the need for authentic and effective teacher collaboration.
6. We need to grow our capacity to be coaches and facilitators of learning rather than gatekeepers and “sages on stages.”



Focus Group D: Assessment and Accountability

Facilitator- Mary Barrett-Wong, APED

Co-Facilitator- Allison Liang, Science

Category D: Assessment and Accountability

[Staff Brainstorm](#)

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report school-wide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
<p>SCHS leadership and instructional staff uses multiple assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.</p> <p>CAASPP CAASPP tests in Math, Science, and English are taken by all 11th graders and the results are reported on Dashboard. We use the disaggregated data from CAASPP annually to determine academic areas of growth and need, specific needs of focus group students, as well as a panoramic snapshot of the school's progress. This data is shown and analyzed in teacher teaming meetings such as 18.4 committee, especially when addressing SPSA/LCAP and school wide initiatives and next steps. CAASPP results also are used to assess and reclassify ELLs. CAASPP data is accessible to all on Dashboard and test results are sent home to students and their families.</p> <p>PSAT Our site fully funds all 10th grade students to take the PSAT. We have a special testing schedule that is accessible for all students to take this test which affords them practice for the SAT for college readiness. Students receive their test scores back and the site has school wide data.</p>	<p>CAASPP PSAT ELPAC AP Degrees of Reading Power (DRP) Department Common Assessments EWS IEP Tests?</p>

SAT

Our site fully funds all 11th grade students to take the SAT. We have a special testing schedule that is accessible for all students to take this test which affords access to college admissions.

ELPAC

The site identifies ELLs that need to take the ELPAC to reclassify. Students are notified by a phone call home and a note telling them their testing day. Our site LTEL Coordinator works with a focus group of LTEL students, providing them with details as to how the test works, the importance of this test to reclassify and why reclassification is important,

Advanced Placement

In the 2020-2021 school year we had 585 students enrolled in at least one AP course, we administered 1,043 AP exams of which 70% of our students who took the test passed with a 3 or higher. 33% of our student population is enrolled in at least one AP course. Students and teachers receive test scores which are reviewed with AP teachers and the APED.

DRP

All English 1, 1A, 1S, Read 180, Basic English 1, Basic Read 180, ELD 2, ELD 3, students and all other ELL students enrolled in English 2 or higher take and have access to taking the Degrees of Reading Powers test. This test is a district assessment that measures a student's reading comprehension to support teachers in planning instruction around students' instructional reading comprehension levels; identify students who may need academic intervention and instructional support; and provide additional data point for reclassification of English Language Learners. The test is taken twice, once in the beginning of the year and again at the end to measure growth within the school year. Student scores are sent to the district and updated for teachers in Illuminate where students can view their scores. Our site uses this data to measure students' strengths and needs, especially focus group students, LTEL and students with IEPs in particular. A passing score in the DRP is important feedback and is a marker in reclassifying ELs.

Math Common Final Exam

The department is broken into leveled groups: Math 1, Math 2, etc. We give a common final exam for each class and use the results in our subject groups to inform instruction - both for the next semester and for the next year. Individual teachers use the results of the final exam in their own classroom with their own students in their own way. As a department, we look at the overall results and adjust content and instructional strategies based on the outcomes.

World Language Summative Assessment

The long-term goal of the World Language Summative Assessment is to create common summative assessments for all World Language course levels. Levels 1 & 2 are currently in pilot. This year, the work continues by focusing on developing innovative level 3 common summative assessments in the target languages. The purpose of this district-supported initiative is to create, complete, and implement common summative assessments for ALL World Language courses and all levels by developing:

- A vertical and horizontal alignment of all East Side World Language level 1 & 2 & 3 courses.
- A tool for the concise measurement of student performance in all three modes of communication.
- A performance-based common summative assessment that will guide teachers in planning, teaching, and implementing tasks and lessons that incorporate a variety of Depth of Knowledge (DOK) levels.
- An assessment that helps guide teachers into the practice of planning and developing student tasks that lead to a progression of language learning.
- A team of professionals who can collaborate to create World Language activities, strategies, and curriculum.

Plans for wide-spread use throughout the district are forthcoming.

World Language Placement Assessment

World Languages has placement tests that include the four language skills of speaking, listening, reading and writing to determine proper student placement for those with prior knowledge / experience with the target language.

Physical Education Common Final Exam

All students complete a 2 mile, 2.5 mile and 5K run becoming

<p>lifelong movers. Students learn the importance of health and wellness in being lifelong learners-movers. Students and teachers track student running data and analyze their performances over time.</p> <p>EWS</p> <p>Early Warning Systems is a district made tool for teachers to analyze student performance per their grades in each of their classes. Teachers look at this data throughout the year to determine student needs, timely, targeted interventions in particular.</p> <p>Infinite Campus provides teachers with students' individual demographic information.</p> <p>Individualized Education Plans (IEPs) are designed to meet the needs of specific students. IEPs allow the communication of accommodations and modifications to teachers.</p> <p>Site-based Local Control and Accountability Plan (LCAP) meetings are one means by which the school publicly shares data with its stakeholders.</p> <p>School Site Council meetings are open to all stakeholders, and are an additional means by which site data is transmitted to the public.</p> <p>The school uses vetted assessment systems such as state-funded exams and AP rubrics.</p>	
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D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
In our work of aligning departments in levels by Power Standards, in time departments will develop common assessments. Some departments have already developed assessments while others are determining first the five to ten	Power Standards EWS

<p>Power Standards that will be taught in each level, each year and do not have full common assessments developed to fidelity. This work is done during collaboration time in All Staff formations or in departments. Some departments have worked over the summer to continue this work and others on district teams.</p> <p>We use a common template school wide for all course syllabi instituted in the Distance Learning 2020-2021 school year.</p> <p>Every six weeks we send progress reports home to students and families. Students and families can see student grades for each class and feedback about student performance. This is a communication tool for all stakeholders that goes alongside Google Classroom and School Loop.</p> <p>The Art Department focuses on teaching essential skills and techniques while grading on a rubric. Each teacher gives feedback during class on a student's individual progress while also facilitating peer feedback and self evaluation. Grades on progress are posted on google classroom for both formative and summative assessments.</p> <p>The Math Department administers common final exams and discusses the results in department meetings.</p> <p>The Science Department has common lab activities that support specific science skill sets. The purpose of these activities is for students to develop and improve measuring, analyzing, and connecting evidence with reasoning.</p>	<p>Staff/Department Meetings</p> <p>Ongoing Professional Development (i.e. Grading for Equity, MTSS Tier 1 Initiatives)</p> <p>Course syllabi</p> <p>Progress reports</p> <p>CAASPP</p> <p>World Language, Math, Art, PE departments</p>
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D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes / graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
Staff uses state- and district-level data as well as site-level Illuminate data to monitor student growth and draw questions about pedagogy.	<p>Illuminate</p> <p>District Wide Intranet</p>

<p>Silver Creek uses Infinite Campus, School Loop, and Google Classroom as core technologies to monitor student progress in terms of their grades.</p> <p>In the 2019-2020 school year the site collaboratively developed the “behavior matrix” a MTSS tool that creates expected outcomes in alignment with our Graduate Profile (CREEK Way). The MTSS Tier 1 Team and a number of staff members are in the process of rolling out the Graduate Profile effectively. In the 2021-2022 the expectations of “Kind” and “Respectful” are highlighted as we face varied challenges returning back to in-person teaching and learning.</p> <p>Counselors meet with students in their case load twice a year in person to monitor student progress towards college and career goals and overall wellness. The counseling department assigns caseloads by the first letter of the last name. At the end of each grading period, counselors meet with students who are failing and reinforce graduation requirements and college admissions requirements.</p>	<p>Infinite Campus</p> <p>School Loop</p> <p>Google Classroom</p> <p>EWS</p> <p>CREEK Way MTSS Matrix</p> <p>Counseling</p> <p>Cyber High</p> <p>Variety of online platforms for student/teacher use ECARMS support applications (Turnitin, Quizlet, BigIdeas, GALE, Newsela, Khan Academy, Paper, Readtopia, etc.)</p>
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D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>Teaching staff’s communication with district is mostly facilitated by Counseling. The district has systems for review in monthly Instructional Program Committee (IPC) Meetings for each subject area. Since 2020, staff-wide consensus is incomplete due to preliminary work being done with Power Standards. The district also supports this work in their district level “Priority Standards.”</p> <p>The site uses a common template for submission of annual</p>	<p>Continual conversations about homework and grading policies</p> <p>Annual syllabi</p> <p>EWS data review</p> <p>Professional Development</p>

<p>syllabi in all courses.</p> <p>Teachers engage in informal collaboration to discuss topics such as homework and grading policies.</p> <p>The English department over the years have engaged in various book clubs investigating instructional practices, student supports, homework, and grading policies in their summers and non-contracted time.</p> <p>Our Professional Development Committee and colleagues have participated and facilitated extended learning using the text Grading for Equity in which they investigate and assess their grading practices.</p> <p>Counselors visit classrooms to speak to groups of students and deliver presentations. Counselors meet individually with students twice a year.</p> <p>In addition to the less formal grade reports provided by School Loop, formal grade reports are generated every six weeks, with semester-end report cards mailed home twice a year.</p> <p>Infinite Campus provides the most direct access to students' transcripts and credits.</p> <p>Teachers may refer struggling students to the Student Support Team (SST) formerly known as IST. Led by a counselor and general ed teacher, the SST meets weekly, and draws its changing membership from among the referred student's teachers, counselor, and advisor. This team is in flux as the district has changed its processes for more equitable inclusion and as staff return back to in person school.</p> <p>Departmental work is often engaged in the assessing of course curriculums. The work of Power Standards is to continue this assessment of programs and expectations.</p>	<p>opportunities including cycle of inquiry</p> <p>District Instructional Program Committee Meetings (each department)</p> <p>Department meetings</p> <p>Senior letters (in danger of not graduating every marking period)</p> <p>Counselors support student graduation needs</p> <p>AB104 (2021-2022 130 credits to graduate and specific courses to pass)</p>
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D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
<p>In teacher teaming groups such as Staff Senate, 18.4 Committee, Professional Development Committee, Student Site Council, Student Support Services, and MTSS Tier 1 Team staff are continuously engaged in assessment results to make changes in school programs, professional development activities, and resource allocations. Site leadership always includes data and is in constant review of new assessment results.</p> <p>The Professional Development Committee aligns key data per particular times of the year to create learning opportunities to best support our students and improve student learning outcomes. In the 2020-2021 year, one of the vital assessment results was comparing “D” and “F” grades per department. Staff members assessed this data, and the PDC offered professional development opportunities centered around student and staff need to address these results. A similar cycle of assessment review is used in other teacher teaming groups to impact change in their retrospective spheres of influence.</p> <p>Per the SPSA, the leadership team alongside Student Site Council review use of school monies and agree in how funds should be allocated.</p> <p>The MTSS Tier 1 Team and site leadership use the MTSS Tiered Fidelity Inventory to annually assess internal systems per assessment results.</p>	<p>EWS data</p> <p>MTSS Tier 1 Initiatives (Distance Learning Grade Support, Freshmen Connection Tour)</p> <p>Tiered Fidelity Inventory</p> <p>20-21 Professional Development Strand Inquiry Cycle</p> <p>Teacher formative and summative classroom assessment data</p> <p>Benchmark assessment data</p>

D1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p> <p>In the cycle of classroom instruction teachers are engaged in the use of formative and summative assessments. In individual lessons, teachers assess student learning in various ways from online tools to informal writing, such as exit slips. Teachers design time for students to practice and learn, and circulate in the classroom during group work to ascertain the status of student learning through listening, questions, and provocative comments.</p> <p>Teachers look for common misunderstandings or “mistakes” from practice tests, group work and drafts are documented and presented to students.</p> <p>Teachers rely on communicative strategies such as conversation, debate, presentations, etc. to see the extent of student learning (see category B).</p> <p>Teachers engage in review of assessments to adjust learning in their own classrooms individually, and the site supports collaboration around the analysis of formative and summative assessments to guide and adjust their instruction in department and all staff meetings. The work of Power Standards also includes this collective analysis in leveled subject teams in its plan. Teachers discuss with colleagues in shared program and/or level how closely instruction and assessment are working, and identify gaps to address in future instruction and assessment.</p>	<p>Teacher collaboration</p> <p>Department meetings</p> <p>In-Class assessments</p> <p>Standardized test results</p> <p>Productions of writing, portfolios, labs, performances, presentations, projects, discussions, journals, Think-Pair-Share, poster projects, web assignments, formal and informal writing assignments etc.</p> <p>Power Standards</p> <p>AP Exams</p> <p>Physical Fitness Tests</p>

SpEd teachers and general ed teachers of students with disabilities analyze students' formative and summative to help guide their Individualized Education Plan and determine effective accommodations for students and teacher instructional practices..	
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D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college and career-readiness standards, and schoolwide learner outcomes.	All teachers use differentiated feedback to support students
Per subject, assignments ranging from physical activities to sustained writing assessments to artwork are often based on rubrics and feedback is provided that aligns with meeting the expectations of the rubrics which are aligned to content standards.	Course syllabi CREEK Way Content Standards Rubrics
Teachers interact with and observe students to determine the extent to which learning has occurred through use of reflections, inventories, rubrics and peer-review.	Student Surveys Yearbook Newspaper Drama Business Dance SVCTE CTE Pathway Choir Band
Timely feedback is provided by teachers Think-pair-share and other checks for understanding allow for teachers to provide immediate feedback to ensure students are learning. Teachers also use one-on-one conferencing to give students immediate verbal feedback on their learning progression.	
In addition to written, in-class responses written on assignments or attached as notes on Google Classroom documents, grades from assignments are entered in a timely	

manner, our district commits to a two week window to input feedback by way of scores, in School Loop, Google Classroom, or Infinite Campus online gradebook, which students and parents can access.	
Project and performance based courses, and our CTE pathway have more explicit correlation to career readiness skills.	

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

**ACS WASC Category D. Assessment and Accountability:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Our Early Warning System accessed through Illuminate gives all staff access to student performance data that is easily disaggregated and disseminated to all stakeholders. Using our EWS data on a routine basis to examine student learning and teacher adjustments and interventions is a noteworthy improvement.
2. The development and use of the Power Standards tools allow the whole staff to check for alignment of essential skills by program and grade level. Potential for planning and provides a way back into the instructional cycle after assessment and data review. More staff are having more conversations about student work and assessment.
3. We began professional development opportunities for grading for equity.
4. As a staff, we became more creative, student-centered, and SEL-centered in our assessment of student work during Distance Learning. This is a concrete example of implementing the MTSS framework into integrating SEL into academics.

Areas of Growth

1. To gather more concrete evidence for D2.1, more time and direction are needed within departmental and all-staff sessions to review individual student assessment results and draw conclusions about teaching effectiveness according to standards. Dozens of such conversations occur daily on campus, but they're not documented. This process will be streamlined into our Power Standards work.
2. We need to utilize EWS data more effectively to drive positive student outcomes, especially for focus group students, and take the time to view formative assessment before it's time for EWS to direct analysis of EWS data.
3. We need to continue using EWS data to align closely with the professional development strategies and interventions we support at our site.
4. Therefore, we need to build a schoolwide system in our weekly collaborations to analyze student work.
5. The entire staff needs training for the latest methods in grading for equity and any other professional development that will support equitable assessment practices.
6. Improve communication of student performance on our online platforms.
7. We need to include more student voices in the learning process both in individual classrooms and in the school as a whole.



Focus Group E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Facilitator- Lyra Hua, APA

Co-Facilitator- Jessica Stahlke, English

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

[Staff Brainstorm](#)

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
<p>Silver Creek high school communicates with students and families in multiple ways. Parents can enter the school through the front office, for which they are directed to the person or location of interest. Parents also have access to all school personnel via School Loop, and there is two-way communication via District email and phone. Our site also utilizes a computerized home calling system to notify families of important information. Families can also access school information such as grades, attendance, and classroom behavior through the EC Arms portal.</p> <p>Parents are somewhat involved in the school teaching and learning processes on campus. Parents are invited to different meetings throughout the year based on their student needs, such as Back to School Night, Freshmen Orientation, counselor meetings (offered in Spanish and Vietnamese), individual meetings, and pop-up Zoom meetings. Parents participate in school meetings such as the MTSS Tier 1 Team, DLAC, School Site Council; they lead PTSA and are active in school initiatives; and support school programs, clubs, and sports. Our school communicates all messaging in Vietnamese and Spanish, and we have translators for all meetings.</p> <p>EL students are informed of the reclassification process via a letter home in their home language. We also offer PIQUE (Parent Institute for Quality Education) (46 families enrolled</p>	<p>Home calling system Marquee School Website Superintendent Board Meeting Updates Morning Announcements School Loop EC Arms Infinite Campus Freshman Orientation Middle School Visits Back to School Night (most recent sample of agenda) IEP/504 Meetings Financial Aid Night PIQUE (Parent Institute for Quality Education) ASSETS School Site Council Counselor One-on-Ones (students and parents) Senior Letters Home Semester</p>

<p>2021-2022) a program targeted for Latinx families to inform families how to navigate our school. Our Parent Community Involvement Specialist and a counselor attend all EL meetings and support parent needs, especially Migrant Ed, McKinney-Vento, and families of students with chronic absenteeism.</p>	<p>Professional Development Committee Multi-Tiered Systems of Support Tier 1 Team PTSA Wellness Center Coffee with the Principal Cyber High SVCTE Mondays Matter Weekly Newsletter Student Equity Council Language Lines Translation Services</p>
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E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Supporting Evidence
<p>The environment at our site is generally safe, clean, and orderly. Facilities are appropriately maintained to provide a safety-first campus. We were affected by the “devious licks” trend on TikTok and experienced a wave of vandalism especially in our bathrooms. In the wake of these trends, our site leadership, advisors, campus monitor, safety team, and custodial staff follow procedures to keep the bathrooms safe, clean, and orderly for all students.</p> <p>While Distance Learning and the pandemic has significantly impacted school culture and climate, especially as we serve the most-impacted pandemic zip code in the county, faculty and staff tend to believe that they are valued members of the school community as evidenced through collaboration, staff socials, department and staff meetings, PTSA collaborations, staff development and trainings, and various opportunities provided by site administration for staff input into the overall school program. Staff members are united in their common sense of purpose to serve students and help students reach their potentials.</p> <p>Staff can initiate work orders in Infinite Campus. The system flags the request to the correct party and to which updates, communication, and fulfillment of approved orders occur in a timely fashion. Work orders can be filled out for various needs such as technology support, facilities, event set up and take down, etc. Other non-specific facility maintenance that is best handled by the custodial staff is managed by site leadership and/or the night lead or head custodian.</p>	<p>Panorama Survey</p> <p>Custodial Staff</p> <p>Infinite Campus- Work Order Procedure</p> <p>See Something, Say Something</p> <p>Bullying Reporting</p> <p>Safety and Fire Drills</p> <p>Regular Inspections</p> <p>Safety Plan</p> <p>Safety Team</p> <p>MTSS Tier 1 Team</p> <p>Staff Emergency Remind</p> <p>Map of emergency exits in every classroom</p> <p>Security cameras</p> <p>Administrator attends all school activities</p> <p>Library extended hours</p> <p>Student/Parent Information Booklet</p> <p>City Peace Project</p> <p>Peacemakers Project</p> <p>New Hope for Youth</p> <p>Mayor’s Gang Prevention Task Force</p>

<p>Administrative support and policies that ensure a safe environment are generally effective.</p> <p>Administration develops a thorough safety plan that includes required action for evacuation and other emergencies. Fire, earthquake, and Run-Hide-Defend drills are regular and conducted efficiently by administration and staff.</p> <p>Administration and the safety team are consistently present in populated areas such as the quad and overhang during break, passing periods, lunch, and after school to support a safe environment. With an uptick in external student behavior adjusting to on-site learning, administration have implemented various safety procedures such as clearing unnecessary gathering on campus after classes when there are less adults on campus to supervise to support a safe environment. Security cameras are installed in various locations on our campus. Our community has experienced gang related conflict unique to this year that has spilled into campus life. To support our communities needs, we have numerous Community Based Organizations to interrupt, mediate, and support affected students and staff.</p>	<p>CPR/First Aid</p> <p>Food Service procedures</p> <p>Photo ID</p> <p>District network security</p> <p>One-to-One computers</p> <p>Holds on diploma for fines and overdue books</p> <p>Barcodes on all books and equipment</p> <p>Creek Doors</p> <p>Campus Beautification</p>
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E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
<p>Silver Creek High School faculty and staff demonstrates caring, concern, and high expectations for students in their academic, behavioral, and social emotional needs and growth to support students in their overall wellbeing and their academic success.</p> <p>The school promotes a rigorous and comprehensive program through AP courses, CSU and UC requirements, range of electives, speciality programs, and co-curricular activities.</p> <p>Our grad profile (CREEK Way) outlines our school culture that is built in academic, behavioral, and social emotional needs for all members of our community to experience and</p>	<p>Parent consultation</p> <p>Teacher collaboration</p> <p>IEP and 504 meetings</p> <p>Grad Profile (CREEK Way)</p> <p>Matrix</p> <p>Monthly student services meetings with advisors/ counselors/ social workers/ Parent Community Involvement Specialist (PCIS)</p> <p>Referrals to outside mental</p>

<p>demonstrate care, concern, and high expectations for themselves and others. We are in the process of making the CREEK Way come to life to improve school culture and climate in every location of our site.</p> <ul style="list-style-type: none"> ● CREATIVE Every Raider is willing to take risks, fail, and grow. Think outside the box; take every opportunity given to you. ● RESPECTFUL Every Raider respects themselves, others, property, and community. ● EQUITABLE Every Raider has or creates opportunities to be successful. ● ENGAGED Every Raider is actively involved in the school community. ● KIND Every Raider interacts with empathy and supports others. <p>Students have access to Tier 1 academic and social emotional supports such as access to academic counselors, social workers, tutoring, technology platforms, Saturday School, PCIS, District Student Transition and Support Specialist, Social Emotional Learning and Mindfulness TOSA, MTSS Implementation Coordinator TOSA, and a range of staff. In the 2021-2022 school year the district has initiated a student-led Student Equity Council working with the consulting firm Restorative Equity Partnership. The MTSS Tier 1 Team is grounded in social-emotional and behavior initiatives that are further embedded into all staff meetings.</p> <p>Several departments report focusing intensely on social-emotional Learning as students returned to in-person instruction, with an understanding that our students may not be used to on-campus pressures and most haven't been exposed to intense physical fitness.</p> <p>Since at least 2019 teachers are strengthening communication with students' outside therapists via Google Docs and other online forms.</p>	<p>health & substance use services.</p> <p>Master Schedule</p> <p>Course Catalog</p> <p>Academic Advisors</p> <p>IEP goals</p> <p>Report cards home 6x a year</p> <p>Teacher supervision for sports and events</p> <p>District Student and Parent Handbook</p> <p>Student Equity Council</p> <p>Restorative Equity Partnership</p> <p>SEL and Mindfulness PD</p>
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Our 504 program's student population has grown proportionately faster since 2019 than that of Special Education. There are 35% more students with 504 plans in 2021 than in 2019, where in the same timeframe Special Education cases have risen 22% after a spike in 2020 that would have been 25% had the trend continued (see [chapter II](#)).

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Supporting Evidence
<p>Trust, respect, equity, and professionalism in our school community is demonstrated in student clubs and events, classroom cultures, weekly staff collaboration, staff socials, and additional training offered by the site and district. As we return back to in person learning we faced significant challenges that impacted school climate and culture. Site administration and leaders use the CREEK Way to norm behaviors and restorative practices to maintain trust, respect, equity, and professionalism.</p>	<p>Clubs Student volunteer activities (ASB) Weekly Staff/Collaboration meetings Implicit Bias and Restorative Practices Training SEL Focus</p>

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
<p>The district hired a consultant firm, Collaborative Learning Solutions, to train and implement MTSS at our 13 schools across the district starting in 2017-2018. The district split our schools into two cohorts: Cohort 1 schools began their implementation in the 2017-2018 school year while Cohort 2 began their implementation in the 2019-2020 school year. As a Cohort 2 site, we began our MTSS work with the support of a coach in the 2019-2020 school year. We developed the MTSS Tier 1 Team including parents and students and began creating our grad profile (also known as behavior expectations) and revised our mission and vision (also known as our theory of action) in the team and the larger community. The site has identified Tier 1 Supports and continues to create more supports for all stakeholders.</p> <p>In the 2021-2022 school year, the district ended their contract with CLS and also renavigated their MTSS vision. Each site hired an MTSS Implementation Coordinator TOSA who works closely with the site and district leadership team and staff to develop and implement strategies and personalized, multi-tiered approaches to meet academic student needs. The MTSS Tier 1 Team looks at student data to evaluate student needs and then either implements initiatives or delegates them to other teacher teams such as the Professional Development Committee.</p> <p>In the renavigation of the MTSS district vision to streamline MTSS in the district, district leadership dissolved the cohort framework and now all 13 sites are focused in Tier 1 supports. MTSS TOSAs meet monthly to receive training and</p>	<p>School Psychologist IEP records 504 records Home Hospital program Independent Study Program SVCTE Cyber High (Credit Recovery Program)</p> <p>MTSS Tier 1 Team Professional Development Committee Meeting and Agendas</p> <p>Schoolwide Tier 1 Supports Relationship Building Address 20% students who are struggling Academic focus S.W.R.L. One-to-One Chromebooks Power Standards SWRL</p> <p>Professional Development Strands</p>

<p>collaborate to support individual sites. The district vision is to create robust Tier 1 Supports, as our district has an overabundance of individualized Tier 2 and 3 supports to compensate for limited Tier 1 supports used as common assurances.</p> <p>The main school wide initiative to support academic success for all students is the development and implementation of Power Standards and SWRL.</p> <p>Some of our Tier 1 supports include: tutoring, one-to-one technology, SWRL strategies, access to academic counselors, access to social workers and group, SEL Tuesday Tip (20-21 school year) Schoolwide Lessons, and more.</p> <p>Some of our Tier 2 and 3 supports include: School Psychologist, IEP/504 plans, Home Hospital program, and Independent Study Program, and more.</p>	<p>(Student Voice and Visibility, PearDeck, Culturally Responsive Teaching, Grading for Equity)</p>
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E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

Findings	Supporting Evidence
<p>The MTSS framework is the umbrella over academic, behavioral, and social emotional learning to address the needs of the whole child, as well as the whole adult within the school system. While the MTSS Tier 1 Team runs initiatives that highlight generally one of these categories, we find that these three categories are deeply connected, for example, when we work to support a student's social emotional needs we are also supporting their ability to access their academic progress. Our MTSS Tier 1 Team includes members across disciplines and roles such as a Special Education teacher, both social workers, PCIS, both advisors, an academic counselor, all administrators, and general education teachers. This team has a shared pedagogy rooted in social emotional wellness and an asset based perspective.</p> <p>The MTSS Tier 1 Team proudly reports success in the initiatives that we launched in the 2021-2022 school year: Freshman Connection Tour, Educator Distance Learning</p>	<p>8th grade parent meetings with counselors</p> <p>SVCTE</p> <p>6 Academic Counselors</p> <p>2 Social Workers and numerous Social Worker Interns</p> <p>3 bilingual Academic Counselors</p> <p>Health and Wellness Center and Calming Space</p> <p>IEP Plans</p> <p>504 Plans</p> <p>Student Support Team</p> <p>Alternative Settings (180 Degrees)</p>

<p>Support Guide, and SEL Schoolwide Lessons (Tuesday Tip). In the 2020-2021 Distance Learning school year, after investigating student academic data, we found that the senior and freshman class were the most affected by the changed learning environment. At the second marking period, there was a 14% increase of seniors not on track to graduate who were previously on track, with an additional 13% increase in our EL student population and 14% in our Latinx population. This data was alarming and the team moved rapidly to devise an initiative to interrupt the trend. The team deduced that these students would be on-track if they had access to an in person environment, however, this was out of our control. What we determined was in our control is what support we offered students to demonstrate their learning that was equitable in circumstances outside of their hands. To reduce the amount of seniors not on-track to graduate, the MTSS Tier 1 Team developed a Educator Distance Learning Support Guide that offered equitable gradebook and instructional strategies to allow students to demonstrate their learning in different ways. This initiative was rooted in our districts board equity policy, the district's Equity Statement, and our school's grad profile (CREEK Way). The team split up and gave a presentation to each department showing the data and the call to action. This initiative resulted in.</p> <p>The MTSS team also launched the Freshman Connection Tour in the Spring of 2021 to address school performance data where freshmen were receiving higher D and F grades at the semester. The team deduced that freshman, never having stepped foot on our campus, having limited access to classmates and teachers, and navigating a new school, and the pandemic, were experiencing a lack of connection leading to lower academic performance. The team found our freshmen with the most amount of "F's" and personally invited them to our tour which included teachers rotating through the school showing them the campus and providing materials and snacks along the way. Our goal was for students to make a friend and to meet a teacher alongside feeling more connected to our physical space. We don't have quantitative data to show the impacts of this initiative but received plenty of qualitative</p>	<p>CTE Pathway (Link Learning) AB 104 TUPE</p> <p>MTSS Initiatives SEL Schoolwide Lessons (Tuesday Tip) Freshman Connection Tour Planning Meeting; Map; Tour Routes; Adult Roles Senior Graduation DL Support MTSS Presentation to Departments Educator Distance Learning Support Guide Power Standards Power Standards Department Slide Deck</p> <p>Freshman Orientation One-to-One Computing Progress Reports Student and Parent Infinite Campus Resource Specialist Program Specialist Independent Studies Program Online/Distance Learning</p> <p>Social worker Mental Health and Wellness Support Groups Let's Talk Group: builds social connections, coping skills (10</p>
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<p>positive feedback and a request for more tours for more students.</p> <p>Another successful initiative was our SEL Schoolwide Lessons (Tuesday Tip) that were developed by a MTSS Tier 1 Team teacher who teaches the 180 Degree program. We turned her SEL and Mindfulness tips into weekly videos created by students and shown in every 2nd period class. These videos were well received by our community.</p> <p>Additionally, we have a robust amount of Tier 1, 2, and 3 social emotional supports for our students' needs. The biggest changes being an additional social worker, the Wellness and Mental Health Center, the Calming Space, multiple support groups, and various Community Based Organizations. As students return to campus they have access to more adults and groups to support their social emotional needs. We continue as a site to develop Tier 1 social emotional supports for all students.</p> <p>Groups are open to all students. Information provided at the Mental Health & Wellness Centers as well as in daily announcements to reach all students. Students, teachers, admin, staff, parents, etc. have submitted approx. 130 referrals for a student to receive mental health & wellness support between Aug 1 2021 and Nov 1 2021. From these referrals, approx 101 students were assigned to a social worker for 1:1 support, or to an on-campus support or psychoeducational group. 90.4% of students who utilized the Calming Space reported a decrease in negative feelings (anxiety, stress, fear annoyance) upon exiting the calming space compared to when they entered. 1,469 students have dropped into the Calming Space from August 9, 2021 to December 17, 2021.</p>	<p>weeks fall & Spring)</p> <p>Art of Yoga group (10 weeks Spring term)</p> <p>Art Therapy group (10 weeks spring term)</p> <p>Grief & Loss Support Group</p> <p>Ujima group for students of African descent (2x per month)LGBTQ+ support group (weekly)</p>
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E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:

The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
The MTSS Framework includes seven systems: Teaming System , Schoolwide Commitment and Communication System, Expectations System, Teaching and Intervention System, Acknowledgement System, Response/Accountability	Tiered Fidelity Inventory Fidelity Guidance Tool: Self Assessment and Action

<p>System, and Assessment/Evaluation System. Following the recommendation of our consultant, at each meeting we "self-assess the fidelity items and key indicators in at least one core climate system to identify new action items; and self-assess the status of previously identified action items."</p> <p>We also engage in a yearly self-assessment of our MTSS work using the Tiered Fidelity Inventory; attached is our 2020-2021 self-assessment.</p> <p>As MTSS is rooted in data, we are always grounding our work in various forms of school data and reflection is part of our team's process.</p> <p>Other teacher teams such as the 18.4 Committee, School Site Council, Professional Development Committee are always reviewing work and self assessing through data and survey feedback.</p>	<p>Planning (from CLS)</p> <p>Rubric and Action Plan</p> <p>MTSS Tier 1 Team Meeting Agenda and Minutes</p>
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E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>Silver Creek has a very engaged student body; students are deeply connected to their co-curricular activities of choice and we have many programs, clubs, and sports to support our student body in their grad profile, academic standards, college, and career readiness standards.</p> <p>Co-Curricular Activities:</p> <ul style="list-style-type: none"> • Student Government ASB Events • 80+ of clubs (culture, service, academic, and performance) • 1,875 students participate in school clubs • Student Equity Council • MTSS Tier 1 Team • Drama • Dance • Band • The Raider Review (Newspaper) 	<p>SCHS Website</p> <p>ASSETS through Goodwill Fall 2021-2022 Budget and Schedule (year three of a five year grant)</p> <p>Club Rush</p> <p>Club Events</p> <p>School Social Media Platforms</p> <p>Sports</p> <p>On-Campus Staff Club</p> <p>Advisers</p> <p>Coaching staff</p>

<ul style="list-style-type: none"> • The Galleon (Yearbook) • Link Learning • Cheerleading • After school sports programs (Football, Cross-Country, Wrestling, Volleyball, Tennis, Wrestling, Soccer, Basketball, Track and Field, Baseball, Softball, Swim and Dive, Water Polo, Golf) • 600+ student athletes • 25 ASSETS after school programs <p>During Distance Learning our student body became creative and made online activities to engage their peers. Drama's productions were virtual and the yearbook program reported student life virtually. While sports were stunted in the Fall, as per CDC and county safety guidelines, they slowly reopened in the Spring of 2021.</p>	
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E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
Student voice is a core tenet of our mission and vision but also the MTSS framework. Our school conducts a Fall and Spring Panorama survey in which all stakeholders including students self-report on school culture and climate. We look at this data to improve student instruction and experience and will highlight discrepancies in student and staff reporting to create focused professional development. For example, in the 2019-2020 school year there was a significant discrepancy in students reporting low confidence that they felt they could receive an "A" in all their courses	MTSS Framework MTSS Tier 1 Team Student Equity Council Student Clubs Student Government Panorama Survey

E3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

**ACS WASC Category E. School Culture and Support for Student Personal,
Social-Emotional, and Academic Growth:
Synthesize Strengths and Growth Needs**

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Health and Wellness Center and Calming Space have become part of the students' perception of campus culture and we serve a large portion of our student body in these spaces with varied services.
2. Over 70 student clubs and [ASSETS](#) after-school programs create a positive culture and engage our student body to provide opportunities to access more learning in co-curricular environments.
3. Our site was trained and has begun implementing the MTSS framework in the last three years. MTSS Tier 1 Team has successfully created multiple initiatives to support student learning, behavior, and social-emotional needs, especially through Distance Learning. The MTSS Tier 1 Team has made a lot of progress in evaluating student data and highlighting student voices to interrupt inequities and to better serve our school, students, and the larger community.
4. Our site hired a 1.0 MTSS Implementation Coordinator to better assist the school in creating Tier 1, 2, and 3 supports for our school.

Areas of Growth

1. Our site needs a more elegant way to assess parents' schedules, language needs, and modes of communication, beyond just the open channel of email and phone, so programs like Coffee Talks can expand their scope and reach.
2. Our site would greatly benefit from the production of tools for parents so that we can highlight their voices and help them navigate the school system to support their students in various ways.
3. Continue using the MTSS framework to address different systems, such as the acknowledgment systems, and celebrate the successful demonstration of the CREEK Way to support creating a positive and safe culture and climate for improved student learning and wellbeing outcomes.
4. We need to continue to elevate student voice so that we may interrupt practices and beliefs (like deficit thinking) that create barriers to learning and teaching.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories [A](#), [B](#), [C](#), [D](#), [E](#).

- A central goal is to improve our instructional strategies and assessment systems to be more synchronous as a staff overall. Since we have strengthened our focus on teaching through Professional Development since 2016, especially in the movement of Power Standards, there is a continued need to refine Professional Development's alignment to student performance data both in classroom data and state data through a system's approach. We need to continue to align all professional development to student data, working in collaborative groups to create, implement, assess, and reflect in our practices and assessments for improved student outcomes, doing more things together as common assurances to fidelity. We need to find ways to have the structure of our PD calendar and our staff collaboration time support this work more efficiently. In this way we can keep focused on our SPSA goals and truly document how our methods affect target student groups, losing less data in the process.

Power Standards: Staff has the responsibility for developing and implementing Power Standards for each course, led by Department Chairs, as well as design assessments that show the proficiency of student work, share and discuss student work to produce equity in grading is primarily a departmental responsibility. Site administration will need to provide leadership and professional development time to ensure the work happens. The professional development committee will need to design the upcoming years with this goal in mind.

If our workflow in PD grows in this way, we will have outcomes for the common problem of evidence in categories B through E.

- Another priority is including student and family voices in all decision-making processes. The MTSS framework encourages and asks for increased student voice. The school culture needs to shift towards honoring student's voices and making necessary changes as a collective.
- Per our focus area students, in terms of instruction, engagement, and assessment, we need to continue to support our English Language Learners in their language acquisition. Professional development and teacher's teaching methods need to use strategies to fidelity, and as a site, we need to measure student performance to make sure our strategies are positively affecting students.

EL Support: The Professional Development Committee and instructional leaders are responsible for providing data-driven strategies in the classroom. Implementing the strategies and designing lessons with equal parts of the SWRL as a Tier 1 strategy will require the department chairs and teachers to set up the conditions that allow students to work with the content in all four methods of learning.

- We need to continue to develop the MTSS to streamline all our systems to support academics, behavior, and social-emotional learning to improve student learning and overall well-being. We need to make our Graduate Profile (CREEK Way) come to life, norming expectations in each aspect of our learning community in all spaces. In this cycle, we need to continue to assess our implementation and our effectiveness annually using tools like the Tiered Fidelity Inventory.
- **MTSS Implementation:** The MTSS Tier 1 Team, followed by the entire school community including administrators, counselors, advisors, social workers, students, and families will roll out MTSS initiatives in academics, behaviors, and social-emotional learning. Improving where MTSS Tier 1, 2, and 3 levels are used will support students who are middle and underperforming, academically and socially.
- In terms of messaging and communication, we need to continue to message to staff and families pertinent information to support all of our students. We need to continue to find the most effective ways for families and all stakeholders to know how to navigate the school.
- We need to continue to interrupt inequitable practices that provide barriers for student's access to resources, learning, and other supports.



Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Based on analyzing the profile, [focus group findings](#), and California School Dashboard Results, we will implement these major student learner needs:

Power Standards: student subpopulations including our LatinX, and students with disabilities, and ELs are scoring just above or below standard on the 2019 SBAC ELA and below standard on the 2019 SBAC math according to the California School Dashboard. When compared to all students on the 2021 SBAC ELA at 62.5% and on the 2021 SBAC math at 9.8% above standard. The 2021 SBAC ELA EAP exam shows that 80% of students are Conditionally College Ready, yet EL is only 41%, LatinX 64%, African American 73% and students with disabilities 18%. The SBAC Math EAP exam shows that 61% of students are Conditionally College Ready, yet EL is only 24%, LatinX 26%, African American 36% and students with disabilities 6%. Graduation rates continue to increase. During the 2020 school year 95% of the students graduated. Students with disabilities graduation rate was 75.7% and English Learners graduation rate was 88.8%. Adopting agreed upon Power Standards, and assessments will allow teachers to review and compare student progress with the outcome of improving instructional practices. Less surface more depth. Teachers will be able to discuss instructional strategies used and share what evidence they are collecting that indicated students understand the Power Standard.

EL Support: Over half of our students (1,358) are considered Ever-EL. 76% of them have been reclassified, 18.6% have been in the US 6+ years, 2.3% 4-5 years and 3% 0-3 years. During 2019 EL students scored 37.7 points below standard compared to all students who scored 62.5 points above standard on the SBAC ELA. In math EL students scored 77 points below standard compared to all students who scored 9.8 points above standard. In 2021, EL students met or exceeded on the EAP Conditionally College Ready SBAC ELA at 41% (20% higher than 2019) yet all students scored at 80%. In math EL students scored 24% yet all students scored 61%. In 2021 only 11.4% of EL students enrolled in an AP course (compared to all students at 32%) and 33.3% scored a 3 or higher on at least 1 exam (compared to all students 69%) Graduation rate for all students in 2020 was 95%, yet for EL students were at 88%. Implementing data proven strategies and increasing the amount of time students are using all four components of SWRL should improve learning for all students.

MTSS Implementation: Suspension rates have decreased from 3% in 2016-17, to 2.1% in 2019-20 yet LatinX (4.4%), and Students with Disabilities (7.5%) are being suspended at a much higher rate. By enhancing Tier 1-3 interventions and supports in the classroom and outside at

events the expected result increased student engagement. More academic support should also improve student responses to questions regarding their “sense of belonging” and connection to campus.



Chapter V: Schoolwide Action Plan

Chapter V: Schoolwide Action Plan

Leading up to Chapter V, it should be clear from Chapter I that Silver Creek has set out our priorities in alignment with our LCAP/[SPSA](#) goals from the start of this inquiry cycle. This has produced perspectives, evidence and conclusions about our progress through the lens of the SPSA throughout this inquiry.

Therefore in Chapter V, we will set out revisions to our SPSA and specific next steps determined to help us concretely measure progress on our goals with much greater precision than these previous three years.

[SPSA Entire Document 2021-22](#)

Targeted areas of improvement:

- **Power Standards:** Continue to agree on Power Standards for each course, design assessments that show the proficiency of student work, share and discuss student work to produce equity in grading.
- **EL Support:** Data-driven strategies used in the classroom to support EL students. Teachers are responsible for creating space for students' cognitive workload to be distributed as follows: 25% Speaking, 25% Writing, 25% Reading, and 25% Listening (SWRL) in each lesson. This targeted area of improvement will increase the learning opportunities for all students.
- **MTSS Implementation:** Continue Tier 1-3 Support through MTSS in the areas of SEL, Behavior, and Academics.
 - Grad Profile as the CREEK Way and the District's Equitable Communities.

Rationale for our targeted improvement areas:

- **Power Standards:** Student subpopulations including our LatinX, students with disabilities, and ELs are scoring just above or below standard on the 2019 SBAC ELA and below standard on the 2019 SBAC math according to the California School Dashboard when compared to all students on the 2021 SBAC ELA at 62.5% and on the 2021 SBAC math at 9.8% above standard. The 2021 SBAC ELA EAP exam shows that 80% of students are Conditionally College Ready, yet EL is only 41%, LatinX 64%, African American 73%, and students with disabilities 18%. The SBAC Math EAP exam shows that 61% of students are Conditionally College Ready, yet EL is only 24%, LatinX 26%, African American 36%, and students with disabilities 6%. Graduation rates continue to increase. During the 2020 school year, 95% of the students graduated. Students with

disabilities graduation rate were 75.7% and English Learners graduation rate was 88.8%. Adopting agreed-upon Power Standards, and assessments will allow teachers to review and compare student progress with the outcome of improving instructional practices. Less surface more depth. Teachers will be able to discuss instructional strategies used and share what evidence they are collecting that indicates students understand the Power Standard.

- **EL Support:** Over half of our students (1,358) are considered Ever-EL. 76% of them have been reclassified, 18.6% have been in the US 6+ years, 2.3% 4-5 years, and 3% 0-3 years. In 2019, EL students scored 37.7 points below standard compared to all students who scored 62.5 points above standard on the SBAC ELA. In math, EL students scored 77 points below standard compared to all students who scored 9.8 points above standard. In 2021, EL students met or exceeded on the EAP Conditionally College Ready SBAC ELA at 41% (20% higher than 2019) yet all students scored at 80%. In math, EL students scored 24% yet all students scored 61%. In 2021 only 11.4% of EL students enrolled in an AP course (compared to all students at 32%) and 33.3% scored a 3 or higher on at least 1 exam (compared to all students 69%) Graduation rate for all students in 2020 was 95%, yet for EL students was at 88%. Implementing data-proven strategies and increasing the number of times students are using all four components of SWRL should improve learning for all students.
- **MTSS Implementation:** Suspension rates have decreased from 3% in 2016-17 to 2.1% in 2019-20 yet LatinX (4.4%), and Students with Disabilities (7.5%) are being suspended at a much higher rate. By enhancing Tier 1-3 interventions and supports in the classroom and outside of the classroom during school events and activities, the expected result increased student engagement. More academic support should also improve student responses to questions regarding their “sense of belonging” and connection to campus.

Impact on student learning of our targeted improvement areas:

- **Power Standards:** When teachers collaborate and agree on what students are expected to have learned, vertical alignment occurs, and then higher quality assessments are produced. Assessments become aligned and essential in identifying students who need intervention or enrichment. The idea is students will improve in each subject because lessons can be designed to go deeper so students gain a deeper knowledge and understanding. Teachers will be able to identify students' needs and areas that need to be retaught. The expected result is improved grades, SBAC, and EAP College Readiness.
- **EL Support:** When teachers collaborate and create lessons that involve Speaking, Reading, Writing, and Listening students will have additional opportunities to show what they know and how they are improving. Training teachers on how to develop lessons that

incorporate the SWRL will improve students' knowledge and success. Teaching comprehension strategies, helping students make meaning of the text, and developing writing skills is essential. Allowing students to discuss ideas before writing will help improve their speech. If all teachers in all subjects support all students in these areas, the expected results will be increased graduation rates, College and Career Readiness, and a sense of belonging to the class.

- **MTSS Implementation:**

- At the Tier 1 level, we can provide academic, behavioral, and overall wellness supports to all students through classroom embedded practices that create welcoming environments, engage students, and assess learning to identify learning gaps.
- At the Tier 2 level, students in need of additional support can be provided with small group learning sessions focused on both academic and social-emotional needs. Students can also be provided instructional materials that can be accessed at home for further practice and skill development.
- At the Tier 3 level, students identified as needing intensive support and intervention can be provided one-to-one tutoring, counseling, and/or targeted assistance focused on the specific identified needs of the student. As a district, the work to ensure equity is grounded in how we respond as a system; therefore, these intensive supports and interventions are a districtwide effort.
- Staff is shown schoolwide behavior data regularly and provide input on the Tiered Support Teams (Tier I, Tier II, and Tier III) and align the work to create a seamless system of support for all students using our Grad Profile (CREEK Way). Through these systems and data-focused investigations of student achievement, we will see improved academic, overall wellness, and connection to campus in our students, especially in our focus group students.

Who is responsible for our targeted improvements:

- **Power Standards:** responsibility for developing and implementing Power Standards for each course, designing assessments that show the proficiency of student work, sharing and discussing student work to produce equity in grading is primarily a departmental responsibility. Department chairs and teachers are necessarily the drivers of this work. Site administration will need to provide leadership and professional development time to ensure the work happens. The professional development committee will need to design the upcoming years with this goal in mind.
- **EL Support:** responsibility for providing data-driven strategies in the classroom will fall on-site administration and the professional development committee. Implementing the strategies and designing lessons with equal parts of the SWRL as a Tier 1 strategy will require the department chairs and teachers to set up the conditions that allow students to

work with the content in all four methods of learning.

- **MTSS Implementation:** responsibility for developing the MTSS initiative is the responsibility of the MTSS Team, followed by the entire school community including administrators, counselors, advisors, social workers, students, and families. Improving where MTSS Tier 1, 2, and 3 levels are used will support students who are middle and underperforming, academically and socially.

Area of Improvement
Action Plan Goal #1

Power Standards: Continue to agree on Power Standards for each course, design assessments that show proficiency of student work, share and discuss student work to produce equity in grading.

Basis for Goal #1

Findings of Focus Group B, C, D

LCAP/SPSA Alignment - College and Career, Graduation Rates

LCAP Goal #1 - Provide high quality instruction, learning opportunities, as well as guidance to prepare every student to graduate ready for college and career.

LCAP Goal #2 - Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress toward high school graduation.

SPSA Goal #1 - All students will be guaranteed an equal opportunity to learn through the development of standards aligned curriculum, effective instructional practices, analysis of assessments as well as guidance support to prepare every student to graduate ready for college and career.

SPSA Goal #2 - Improve achievement of our Hispanic, African American, SPED, EL and socioeconomically disadvantaged populations, as well as the achievement of students who are struggling outside these subgroups.

Strategies	Timeline w/Annual Measurable Outcomes
Continue professional development and work sessions for teachers on identifying Power Standards for each course in every subject and course. This work will then lead to benchmark assessment and end-of-semester common summative assessments.	Present - Summer 2025
Identify and increase the amount of time spent using SWRL in the classroom.	Present - Summer 2025
Increase the number of teachers who participate in Grading for Equity professional development.	Summer 2022 - Summer 2025
Professional development for teachers on Universal Design for Learning and Culturally Responsive Teaching.	Spring 2023 - Summer 2025
Elevate the Graduate Profile as a tool for embedding skill development across all subject areas in alignment with the	Fall 2023- Spring 2025

development of universal instructional strategies.	
School counselors will continue to work with students and their parents/guardians in developing 4-year plans and monitoring progress on A-G coursework.	Every Fall, and every Spring

Area of Improvement**Action Plan Goal #2**

EL Support: Data driven strategies used in the classroom to support EL students. Teachers are responsible for creating space for students' cognitive workload to be distributed as follows: of 25% Speaking, 25% Writing, 25% Reading and 25% Listening (SWRL) in each lesson. This targeted area of improvement will increase the learning opportunities for all students.

Basis for Goal #2**Findings of Focus Group B, C, D**

LCAP/SPSA Alignment- English Language Learners

LCAP Goal #3- Provide long-term English Language Learners a program that supports instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term ELs.

SPSA Goal #3 - Provide schoolwide academic supports through high quality instructional strategies and learning opportunities that increase student proficiency in speaking, writing, reading and listening (SWRL) for both short-term and long term ELL.

Strategies	Timeline w/Annual Measurable Outcomes
Identify ELL students who need additional tutoring and familiarize them with the on-demand tutoring through the contracted online service providers.	Every marking period Increase redesignation status and improve passing rates.
Recruit targeted 9th-grade students identified as social promotions from our feeder school districts to the Summer Bridge Program.	Every summer Increase 9th graders on-track for graduation.
The counseling department continues to identify students who have received a D or F and offer Cyber High credit recovery every semester in order to stay on course for graduation.	Every semester Increase high school graduation percentages
Increase professional development opportunities to support ELLs including RFEP and LTEL populations.	Summer 2022 - Summer 2025 Increase high school graduation percentages
LTEL Coordinator continues to provide focused interventions for LTEL students and their ability to succeed in the classroom and reclassify.	Summer 2022 - Summer 2025 Increase high school graduation

	percentages. Increase the number of students who are redesignated.
Develop school-wide systems to identify and support the various types of EL students.	<p>Summer 2022 - Summer 2025</p> <p>Increase high school graduation percentages and increase the number of students on the A-G track.</p>
Increase the amount of intensive academic language supports and targeted interventions that address their individual language proficiency needs so they can develop critical English language skills necessary for success in the different content areas.	<p>Summer 2022 - Summer 2025</p> <p>Increase the number of students who are redesignated.</p>

Area of Improvement**Action Plan Goal #3**

MTSS Implementation: Continue Tier 1-3 Support through MTSS in the areas of SEL, Behavior, and Academics. Including the Grad Profile as the CREEK Way and the District's Equitable Communities.

Basis for Goal #3**Findings of Focus Group E**

LCAP/SPSA Alignment - Suspension and Chronic Absenteeism

LCAP Goal #4 - Establish and sustain healthy school cultures through relationship-centered practices that keep students engaged in their learning environment and are designed to improve student behaviors.

LCAP Goal #5 - Engage with and connect students and families to appropriate staff, supports and programmatic alternatives to increase student attendance in school.

SPSA Goal #4 - Assure a healthy school campus where all students' physical well-being and safety are a priority. Decrease suspensions and develop an alternate means to correct behavioral issues.

SPSA Goal #5 - Improve student attendance through increased communication with parents, students, and staff setting baseline expectations and building stakeholder connections.

Strategies	Timeline w/Annual Measurable Outcomes
Increase student connectedness via initiatives and use of Community-Based Organizations.	Semester 2 of 2022 - Ongoing Increase graduation rate, improve attendance, and decrease suspension rates.
Provide mental health & wellness support to all students through school social workers with a focus on English Learners, Students with Disabilities, low-income students.	Fall 2021 - Ongoing Increase graduation rate, improve attendance and decrease suspension rates.
Increase student and family voice in decision-making teams such as MTSS Tier 1 Team, School Site Council, and Student Equity Council.	Fall 2022 - Spring 2025 Increase graduation rate, improve attendance and decrease suspension rates.
Offer enrichment opportunities for students in performing and visual arts, CTE, and student	Fal 2022 - Ongoing

interest-based content such as culinary arts, coding, and finance.	Increase graduation rate, improve attendance and decrease suspension rates.
Offer PD days prior to the start of the new school year to identify and align SEL and academic expectations of staff as we welcome students back to the classrooms.	Fall 2022 Increase graduation rate, improve attendance, and decrease suspension rates.
Make Grad Profile (CREEK Way) come alive by teaching via school-wide lessons and acknowledging positive behaviors for each expectation.	Fall 2022 - Summer 2025 Improve attendance and decrease suspension rates.
Increase professional development and collaboration time for school counselors using the ASCA model to implement Tier 1 academic and social-emotional support and interventions	Fall 2022 - Summer 2026 Increase A-G, graduation rates, and Improve attendance and decrease suspension rates.
Develop a restorative reentry process for all students who have been suspended or expelled to support reconnection and reengagement with the school environment.	Fall 2022 - Spring 2023 Improve attendance and decrease suspension rates.
Expand our attendance support continuum through the school site attendance team and community partners. The continuum will consist of: ● Personalized phone calls ● Home Visits ● School Site Attendance Support Groups ● Connection to Community Resources ● School-based Prosocial Activities ● Parent Workshops	Fall 2022 - Spring 2024 Improve attendance and decrease suspension rates.

WASC Action Plan Monitoring Process

The monitoring and review process for our WASC Action Plan will run in tandem with the review and monitoring of our Single Plan for Student Achievement (SPSA).

A. Stakeholders

Administrative Team: Principal, APED, APA Counseling

School Site Council (SSC)

Instructional Staff

Staff Senate (Department Chairs) Current Site WASC Representative

B. Monitoring Frequency

Semiannual reviews in August and March by the following: Staff Senate, Instructional Staff, Counseling, and Administrative Team

Monthly reviews by the SSC.

C. Evidence and Monitoring Process to be Used

1. Monitor student progress towards improving CAASPP testing results, students on-track for graduation and on-track for a-g completion, especially for our subgroup population students.
2. Implement and evaluate intervention and support programs.
3. Evaluate Summer Program passing rates.
5. Monitor sub-group population enrollment and passing rates in AP and Honors classes.
6. Yearly school-wide review and analysis of CAASPP, PSAT, Graduation Rates, Suspension and Referral rates.
7. Collect and assess data on parent and student participation rates.
8. Conduct Parent/Student/Teacher surveys.
10. Monitor agenda items and attendance rates from Department meetings, MTSS, and Professional Development meetings during the implementation of the new Tier 1 interventions and the SEL model.
12. Regularly monitor IEP goals to determine if students with special needs are ready to be mainstreamed into the general education environment.

Every 8 weeks we will meet with department chairs, and focus on Tier-1 level universal instruction, social-emotional, and behavioral strategies to ensure all students are receiving the instructional and behavioral support needed and then utilize our Early Warning System containing student-level data on grades, attendance, and behavior to identify students needing additional interventions.

Appendices

- A. Local Control and Accountability Plan (LCAP):**
- B. Results of student questionnaire/interviews**
 - [Panorama Student Data](#)
- C. Panorama Parent Survey**
- D. Panorama Student Survey** - This survey replaces The California Healthy Kids Survey
- E. Master schedule**
- F. Approved AP course list:**
- G. UC a-g approved course list:**
- H. Additional details of school programs:**
 - Cyber High
 - [Silicon Valley Career Technical Education - SVCTE](#)
 - [AVID](#)
 - Linked Learning
 - [ASSETs](#)
 - [PTSA](#) - Parent Teacher Student Association
 - [Raider Review](#) - Journalism
- I. California School Dashboard performance indicators**
- J. School accountability report card (SARC)**
- K. CBEDS school information form** - (Linked to the California Dashboard)
- L. Graduation requirements**
- M. Any pertinent additional data (or have on exhibit during the visit)**
 - [California Department of Education School Profile](#)
 - [Panorama Parent Survey](#)
 - [Staff Locator](#)
- N. Budgetary information, including school budget**
 - [Single Plan for Student Achievement - SPSA](#)
- O. Glossary of terms unique to the school.**
 - [CREEK Way](#): Graduate Profile