

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	William C. Overfelt High School	<b>District Name</b>	East Side Union High
<b>Street</b>	1835 Cunningham Ave.	<b>Phone Number</b>	408-347-5000
<b>City, State, Zip</b>	San Jose, Ca. 95122	<b>Web Site</b>	www.esuhsd.org
<b>Phone Number</b>	408-347-5900	<b>Superintendent</b>	Mr. Bob Nunez
<b>Principal</b>	Diego D. Certa	<b>E-mail Address</b>	nunezb@esuhsd.org
<b>E-mail Address</b>	certad@esuhsd.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

**Vision:** Academic, Personal and Social success for all students

**Mission Statement:** To provide a safe, caring learning environment where students achieve the academic, aesthetic, personal and social development required to continue learning, pursue post secondary education, compete in a changing job market, and participate in a multicultural democratic society.

#### Expected School wide Learning Results: ACES

Achieve success through writing, reading and computing at or above standard

Critically think to solve a wide variety of problems

Effective and appropriate use of communication

Successfully demonstrate awareness and appreciation of ethical and community values

Overfelt High School is one of eleven comprehensive high schools in the East Side Union High School District. The school was built in 1962 and is the third oldest high school in the district. Located in San Jose's East Side Tropicana/Mayfair neighborhoods, the school serves over 1,500 students from diverse cultural, racial, and linguistic backgrounds. The neighborhood is comprised

of working class families who live in modest single family and multiple dwellings. Although a significant number of families own their own homes, the majority of Overfelt families are renters. The average family income is considerably less than the average income level for all families living in Santa Clara County. Approximately 66% of Overfelt families qualify for free and reduced lunch programs. The average educational level of Overfelt parents is tenth grade. Ninety-eight percent of Overfelt's student population is ethnic minority and is comprised of 73.6% Latino, 9.6% Asian, 9.4% Filipino, 2.8% African-American, and 2% other. Forty-two percent of Overfelt High School students are English language learners. Rich in diversity, there are more than 15 languages and cultures represented at Overfelt High School.

Because it takes a village to raise a child, the W.C. Overfelt leadership routinely involves parents, students, staff members, business partners, and community members in the education of its youth. Therefore, the staff extends an open invitation to parents and community members to come and visit the campus.

Because Overfelt High School was built in 1962, it is in great need of renovation and modernization. To accommodate these needs, recent expenditures of Measure A and G Funds have resulted in renovations of existing facilities and the construction of new classrooms.

The school takes great pride in providing students with a safe, caring learning environment. Students are provided a well-rounded educational experience and their academic programs are augmented with extra-curricular activities. To support this effort, W.C. Overfelt provides a number of programs designed to meet the educational needs of all students while providing opportunities for students to meet the University of California *a-g* requirements. For those students who would like the opportunity to take Advanced Placement classes, Overfelt offers AP classes in Spanish, Biology, Calculus, and English. As a result of W.C. Overfelt's focus on its academic program, the school has had a 100 point growth in API over the past seven years.

Moreover, notable gains have been made by our largest sub groups: English Language Learners, socio-economically disadvantaged students and our Hispanic students.

### **Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** *Diego Certa*

**Contact Person Phone Number:** *408-347-5910*

W.C. Overfelt values and includes all stakeholders in all facets of the educational process. To encourage parent participation, W.C. Overfelt maintains a system of open two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, W.C. Overfelt utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, W.C. Overfelt High School provides a number of parent involvement opportunities. The school has an active School Site Council, a Band Parent Booster Club, and various special program groups (Electronics Academy, Camelot 9<sup>th</sup> Grade Small Learning Community, African-American Parent Group, Measure G re-Modernization Committee, English classes). To support parents, parent education classes in computer technology and parenting have been offered to interested parents. Moreover,

counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	383
Grade 3	0	Grade 10	419
Grade 4	0	Grade 11	364
Grade 5	0	Grade 12	363
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1529

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.5	White (not Hispanic)	1.6
American Indian or Alaska Native	0.3	Multiple or No Response	0.1
Asian	10.2	Socioeconomically Disadvantaged	68.5
Filipino	9.0	English Learners	45.0
Hispanic or Latino	73.6	Students with Disabilities	10.0
Pacific Islander	2.7	---	---

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	20.9	54	31		23.9	34	32	5	23.9	34	24	12
Mathematics	24.2	22	27	4	23.7	32	20	8	25.1	27	16	14
Science	26.3	8	25	5	30.6	2	15	15	31.4	1	16	16
Social Science	27.3	7	21	8	29.6	1	25	8	31.2		14	20

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

<b>Date of Last Review/Update:</b> <i>Feb. 2, 200</i>	<b>Date Last Discussed with Staff:</b> <i>Jan. 18, 2006</i>
<p>W.C. Overfelt has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the WCO Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff. The 2005-2006 William C. Overfelt High School Site Safety Plan has a comprehensive, enforceable, and continuous:</p> <ul style="list-style-type: none"><li>• Behavior policy</li><li>• Rules and regulations Dress code policy</li><li>• Protocols for safety/emergency drills</li><li>• Tardy policy</li><li>• Attendance policy</li><li>• Referral process</li><li>• Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services</li><li>• Safety team</li><li>• Multi-service team</li><li>• Nondiscriminatory policy on student rights and responsibilities</li></ul>	

### School Discipline Practices

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

In order to meet the diverse needs of all of our students, W.C. Overfelt offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but W.C. Overfelt also offers the following programs and services: AVID, Puente, Gear Up, Link Crew, Camp Anytown, African-American Achievers Program, Academic and Cultural Assemblies, Community Partnerships, Electronics Academy, Camelot 9<sup>th</sup> Grade Small Learning Community, Conflict Mediation, MSW Interns, and After School Tutors, 7<sup>th</sup> Period Intervention, After School Tutoring in math and English.

In order to develop and reinforce positive character traits, W.C. Overfelt clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook is W.C. Overfelt's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and W.C. Overfelt's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare

of others (e.g., CSF, NHS, and community service; Christmas Food Drive; LINK Crew: peer counseling, etc.)

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	12.3%	17.8%	31.1%	11.2%	7.9%	17.6%
<b>Expulsions</b>	0.0006%	0.0%	0.13%	0.2%	0.18%	0.15%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### **Overview**

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

#### **Age of School Buildings**

Although the main school campus was constructed in 1962, portable buildings have been added to accommodate diverse program needs. By utilizing Measure G Bond funds, the school has undertaken a major new construction plan that will not only improve the infrastructure of the school, but also provide two buildings incorporating twenty-two modern classrooms and five student collaboration rooms. Completion of the two new buildings is scheduled for April, 2007. In addition, plans for a new state of the art science building are currently scheduled and actual construction will begin in summer of 2007.

#### **Maintenance and Repair**

District maintenance and facilities staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### **Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

#### **Modernization Projects**

During the 2005-2006 school year, local Measure A and Measure G funds and state matching

funds were issued and will be used to renovate existing facilities and construct new classrooms. (see above)

### School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	Found Gym and Girl's Locker Room not working. Repairs were completed by outside contractor.
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)		X	Found floors and ceiling not in good condition. They will be replaced in the summer of 2007.
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer		X	Found sewer not working correctly. Repair was done by the city sewer department.
Playground/School Grounds	X		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	63	52	63	1033
<b>Without Full Credential</b>	17	22	8	143
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Miss-assignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher miss-assignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	80.8	19.2
<b>All Schools in District</b>	87.0	13.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	87.0	13.0

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the

needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

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

### Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

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

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	3.3	463.3
<b>Library Media Teacher (Librarian)</b>	0.1	---
<b>Library Media Services Staff (paraprofessional)</b>	0.0	---
<b>Psychologist</b>	1.0	---
<b>Social Worker</b>	0.0	---
<b>Nurse</b>	.17	---
<b>Speech/Language/Hearing Specialist</b>	1.0	---
<b>Resource Specialist (non-teaching)</b>	0.0	---
<b>Other</b>	0.0	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell 2002	4/2004	Yes	0%
English 2 – “The Language of Literature 4 <sup>th</sup> Course”	McDougal Littell 2002	3/2005	Yes	0%
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
<b>Mathematics</b>				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra II – “Integrated Mathematics 3”	McDougal Littell/1998	6/1998	Yes	0%
Math Analysis – “Precalculus with Limits”	Houghton Mifflin/2001	6/2001	Yes	0%
Calculus – “Calculus”	Scott Foresman/ 1999	**	Yes	0%
<b>Science</b>				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations	Holt/2001, 03, 04	2/2001	Yes	0%
Biology – “Biology: Web of Life; Holt Biology”	Holt/1998, 99, 04	5/1998	Yes	9%
Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall/ 2000, 2002	3/2000	Yes	0%
Physics – “Conceptual Physics”	Addison-Wesley/ 1992, 99, 02, 06	5/1993	Yes	0%

<b>History-Social Science</b>				
World History – “Modern World History”	McDougal-Littell/2003	5/2001	Yes	0%
US History – “The American Vision”	Glencoe/McGraw Hill/2006	7/2006	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We the People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
<b>Foreign Language</b>				
Spanish 1, 2, 3, – Series “Realidades 1, 2, 3”	Prentice Hall/2004	5/2004	Yes	0%
French 1, 2 – Series “Discovering French 1, 2”	McDougal Little/2004	5/1994	Yes	0%
Spanish Speakers 2 – “Encuentros 1”	Holt, Reinhart, Winston/1997	5/1998	Yes	0%
Spanish Speakers Lang AP- “Abriendo Puertas:tomo 1”	McDougal Little/2003	*	Yes	0%
Spanish Speakers Lit AP – “Abriendo Puertas tomo 1” & “Abriendo Puertas tomo 2”	McDougal Little/2003	*	Yes	0%
<b>English Language Development</b>				
ELD 1, 2, 3 – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2005	Yes	0%
<b>Science Supplies and Lab Equipment</b>				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$8,254	\$1,815	\$6,439	\$71,425
<b>District</b>	---	---	\$6,074	\$67,720
<b>Percent Difference - School Site</b>	---	---	\$365	\$3,705

<b>and District</b>				
<b>State</b>	---	---	\$4,743	\$60,037
<b>Percent Difference - School Site and State</b>	---	---	\$1,696	\$11,388

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to receiving a General Fund budget that provides for the normal day to day operational expenses of the school, Overfelt High School receives categorical funds that provided supplemental funding for identified and specific needs of the school. The school's general fund and categorical budget provided for supplemental services and programs in the following areas:

- GATE (gifted and talented)
- EIA-(counseling, assessment and instructional services for second language learners)
- Title II (improvement of teacher quality, staff development)
- Professional Development
- Electronics Academy Grant ( provide services and programs to identified academy staff and Students)
- Healthy Start (mental health counseling and services to all students)
- Safe School Initiative (support for programs that ensure school safety)
- AP Challenge Grant (provide support for students enrolled in AP courses)
- Ed Tech (provide support to maintain school web page)
- School Safety (State monies to provide equipment, personnel and programs that ensure school safety)
- Small Learning Community Grant (SLC)-(provide resources to create and implement a small learning community plan)
- MAA (provide funds to employ social work interns in the Healthy Start Mental Health facility)
- SB813 Counseling (provide supplemental counseling for targeted 10th grade at risk students)
- Title I (provide supplemental services to address student academic performance primarily in Math, Reading) Provide general academic support services to students that include guidance, counseling, administrative, and materials, equipment and supplies.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,393	\$37,671
<b>Mid-Range Teacher Salary</b>	\$75,604	\$63,121
<b>Highest Teacher Salary</b>	\$89,953	\$78,630
<b>Average Principal Salary (High)</b>	\$107,889	\$111,909

<b>Superintendent Salary</b>	\$236,920	\$163,061
<b>Percent of Budget for Teacher Salaries</b>	38.6	37.8
<b>Percent of Budget for Administrative Salaries</b>	4.6	5.2

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	18	20	20	33	38	39	36	40	42
<b>Mathematics</b>	12	16	15	16	19	22	34	38	40
<b>Science</b>	12	11	19	20	23	36	25	27	35
<b>History-Social Science</b>	16	19	13	27	31	30	29	32	33

### CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>African American</b>	11	10	*	9
<b>American Indian or Alaska Native</b>	*	*	*	*
<b>Asian</b>	31	33	38	33
<b>Filipino</b>	40	22	39	22
<b>Hispanic or Latino</b>	17	12	14	10
<b>Pacific Islander</b>	16	4	*	0
<b>White (Not Hispanic)</b>	33	29	*	23
<b>Male</b>	16	18	20	13
<b>Female</b>	25	12	18	14
<b>Economically Disadvantaged</b>	18	15	19	13
<b>English Learners</b>	5	11	3	2
<b>Students with Disabilities</b>	7	12	6	4
<b>Students Receiving Migrant Education Services</b>	20	10	23	11

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	34			47			43	41	42
Mathematics	38			53			51	52	53

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	33.4%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
<b>Statewide</b>	2	3	2
<b>Similar Schools</b>	5	7	7

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
<b>All Students at the School</b>	24	21	0	622
<b>African American</b>	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A
<b>Asian</b>	22	-7	N/A	N/A
<b>Filipino</b>	43	N/A	N/A	N/A
<b>Hispanic or Latino</b>	25	30	2	599
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White (not Hispanic)</b>	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	34	8	3	611
<b>English Learners</b>	--	--	0	592
<b>Students with Disabilities</b>	--	--	N/A	N/A

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

W. C. Overfelt High School is not an underperforming school requiring intervention.
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### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.8	2.4	2.2	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	78.5	80.8	83.4	89.6	86.6	80.5	86.7	85.3	84.9

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	93%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	N/A	98%	---
Filipino	100%	99%	---
Hispanic or Latino	95%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	N/A	100%	---
Socioeconomically Disadvantaged	91%	95%	---
English Learners	82%	83%	---
Students with Disabilities	N/A	100%	---

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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

Students have access to the internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to present their work using technology. In addition, Overfelt High School offers programs such as Electronics Academy, Business Communications, Graphic Design, Yearbook, Army JROTC, CCOC, Work Experience, that teach students the skills needed to be successful in college and the workplace.

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	119
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.2
Graduates Who Completed All Courses Required for UC/CSU Admission	21.8

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	1	---
Science	1	---
Social Science	1	---
All courses	5	1.8

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Overfelt High School provides college admission test preparation through a collaborative effort with local colleges and universities, private test preparation programs and community agencies. In addition, the school's guidance department and college preparation programs such as AVID and PUENTE provide students with necessary college admission test preparation.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	24.8	24.9	33.3
Average Verbal Score	412	434	417
Average Math Score	456	467	462
Average Writing Score	---	---	430

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

William C. Overfelt High School continues to make strides in addressing student achievement. As part of the school's efforts to improve student achievement, the school focused on a number of goals informed by data that included scores on API, CAHSEE, NWEA, CELDT, student course achievement, and other local indicators of success. The result of the analysis of data was a school action plan focused on student achievement. Driven by guidelines and developmental plans and support from WASC, IIUSP BASRC and categorical funding, Overfelt High School pursued an aggressive action plan that accomplished the following goals.

- Alignment of curriculum instruction and materials to content and performance standards
- Alignment of staff development activities to standards, assessed student performance and professional needs
- Providing support in Literacy/reading, Writing, and Mathematics by utilizing general and categorical funding sources
- Use of State and local assessments to modify instruction and improve student achievement
- Support for student learning that includes family, school, district and community resources: i.e. counseling, 9th grade Small Learning Community support, Healthy Start/Counseling Center and collaboration with community agencies.

The implementation of these school-wide initiatives has resulted in:

- 5 years of STAR testing improvement
- Improvement of English skills for second language students
- Overfelt High School performed better than 2/3 of all Title 1 like high schools in California
- All four major sub groups- Latino, Asian, Filipino, and Socio-economic Disadvantaged showed significant gains over 5 years.
- Overfelt High School is no longer identified as an "under-performing" school
- Students in the 9th grade Small Learning Community have achieved success as measured by grade point average in the first semester of 2005-06
- Overfelt High School is one of two schools in the ESUHSD that met AYP.

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

- Accelerate 9th and 10th grade achievement via Small Learning Communities
- Increase AP placement opportunities
- Effective allocation of resources to support student success
- Expand community partnerships to provide services to students
- Increase the number of students eligible for post-secondary education
- Increase parental involvement

The administrative leadership team consists of Diego Certa, Principal, Vito Chiala, Associate Principal of Educational Development, and Victor Maestas, Associate Principal of Attendance and Student Services. However the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because W.C. Overfelt is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent W.C. Overfelt on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, W.C. Overfelt's governance structure invites and values the multidimensional input provided by its stakeholders. As a former Bay Area School Reform Collaborative (BASRC) member, W.C. Overfelt has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the Cruncher allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT, CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. W.C. Overfelt has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held twice per month so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

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

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,962	64,800
10	64,962	64,800
11	64,962	64,800
12	64,962	64,800

### Minimum Days in School Year

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

W.C. Overfelt High School had 21 Staff In-service collaboration days, 6 Final Exam Schedule Days, and 4 Early Release Special Schedules.