

# William C. Overfelt High School

1835 Cunningham Ave. • San Jose, CA, 95122 • 408.347.5900 • Grades 9-12

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### East Side Union High School District

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#### District Governing Board

Frank Biehl

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Van Thi Le

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#### District Administration

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**Superintendent**

Juan Cruz  
**Associate Superintendent  
Educational Services**

Marcus Battle  
**Associate Superintendent  
Business Services**

Cari Vaeth  
**Associate Superintendent  
Human Resources**

### School Description

Overfelt High School has become a transformational leader in school redesign in East Side Union High School District. Over the past five years, W. C. Overfelt has transformed itself into a leading edge high school that is totally focused on preparing all of its students for college and careers. In 2008, Overfelt was one of two schools in the East Side Union High School District to receive a Smaller Learning Communities Grant from the U. S. Department of Education. With this grant, the school reorganized itself by implementing the following practices and strategies:

\*Implementing houses called Lions, Knights, and Torchbearers. Students in grades 9 - 12 are organized into three houses of approximately 400-500 students each: the Torchbearers, the Lions, and the Knights. All students are assigned to a house or self-selects into a house by joining a thematic academy or other academic focus area.

\*Three Career Technical Education academies are offered on the campus (Electronics (Pre-Engineering), Child Development and Education, and Multimedia Production) There are also three academic academies: AVID, Fiat Lux, and Puente.

\*Implementing common planning for thematic academies and collaboration days for houses that are built into the school's master calendar.

\*Reorganizing facilities into common spaces designed to support the houses and academies. Facilities have been modernized with state of the art classrooms and labs, lighting, and enhanced technology systems.

\*Empowering teachers with leadership and decision making responsibilities. House leaders provide a single point of contact for the house and represent the house at all school and community meetings.

Overfelt has achieved twelve consecutive years of steady increases and no decreases in its API and is the only school in the East Side Union High School District organized schoolwide into smaller learning communities and pathways. The student-focused mindset of the school staff, the dynamic administrative leadership, and the work of a host of service providers, has made it possible for students to create strong interpersonal connections with their teachers and pathway classmates.

In spite of recent success, Overfelt continues to move forward to achieve ever greater levels of success. The school is now focusing its efforts on implementing the increased rigor of the Common Core State Standards into student centered classrooms. Teachers are creating complex learning tasks that develop the critical thinking, creative thinking, and resilience needed for success in college and careers.

Currently Existing Programs. The school currently offers three successful California Partnership Academies that have been in existence for a number of years. The school also offers an AVID program for students who need support with structured study skills, college preparation and a Puente program that provides personal guidance and “transition ready” students for college and university, and the "Fiat Lux" advanced academic program that accelerate students to the highest levels. The school offers twelve Advanced Placement courses and several upper level math and science courses. Enrollment levels in these courses indicate that more and more students are challenging themselves at the highest levels.

In addition, Overfelt offers an acceleration and intervention programs. Incoming ninth grade students participate in a comprehensive summer bridge program that can accelerate them through one college preparatory class. Other summer enrichment and acceleration opportunities are provided for students throughout the four years of high school. There are also interventions to assist struggling students including after school tutoring, Saturday academic support, guidance counseling, and comprehensive student support services.

Facilities. The William C. Overfelt campus was built in 1962, making it the third-oldest school in the district. Over the past few years, Overfelt has seen some significant changes with regard to facilities. New construction has resulted in the completion of new buildings created specifically to meet the need to organize students according to the small learning community (SLC) model. The buildings include state of the art science laboratories, classrooms that can be joined for collaborative teaching, communal meeting rooms, and state-of-the-art technology in the classrooms. Also, a new video surveillance system was installed throughout campus. This system has helped increase the ability to keep the campus safe.

### About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 408.347.5900.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	9.4
Filipino	5.9
Hispanic or Latino	80.0
Native Hawaiian/Pacific Islander	1.1
White	0.6
Two or More Races	0.8
Socioeconomically Disadvantaged	95.8
English Learners	28.1
Students with Disabilities	12.6

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	399
Gr. 10	370
Gr. 11	365
Gr. 12	313
<b>Total</b>	<b>1,447</b>

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
William C. Overfelt High School	12-13	13-14	14-15
Fully Credentialed	60.2	69	63
Without Full Credential	3.8	1	2
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	949
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
William C. Overfelt High School	12-13	13-14	14-15
Teachers of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	2

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.51	1.49
Districtwide		
All Schools	96.57	3.43
High-Poverty Schools	95.73	4.27
Low-Poverty Schools	98.84	1.16

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p> <p>ERWC (English 4)-- Expository Reading and Writing Course Student Reader</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Mathematics Vision Project, Secondary Math 1, 2012</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> <p>Algebra II – “Algebra 2” McDougal Littell 2007</p> <p>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology: CK-12 FlexBook ESUHSD 2014</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 2002</p> <p>Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 2003</p> <p>US History – “The American Vision” Glencoe 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p><b>Foreign Language</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Health</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p><b>Science Laboratory Equipment</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

## **School Facility Conditions and Planned Improvements (Most Recent Year)**

### **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.

### **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.

### **Age of School Buildings**

Although the main school campus was constructed in 1962, by utilizing Measure G and Measure E Bond funds, the school has undertaken a major new construction plan that has improved the infrastructure and facilities of the school. At the start of the 2007-2008 school year, two new buildings incorporating twenty-two modern classrooms and five student collaboration rooms were opened at Overfelt High School. In December of 2008 we opened our new state of the art science building with ten fully equipped classrooms with modern lab spaces. In 2011-2012 21 new classrooms were added with 4 collaboration rooms and one MultitMedia computer lab. Both the E and D wings completed modernization in 2013. Plans for future construction are underway and include modernizing all remaining classroom buildings.

### **Maintenance Projects**

Overfelt is constantly undergoing maintenance as a result of the age of the majority of the campus buildings and grounds. We have a plan to maintain student and staff restrooms that are both clean and well supplied. Our athletic facilities and fields require ongoing maintenance and are another of our major maintenance projects.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	Bld A1 Administration, Bld A2, Bld Gymnasium, Bld H, Bld I, Bld K Gymnasium, Bld N Childcare, Bld P (external Healthy Start): item noted but no details provided-Action/plan, site to place work order and M&O will schedule the repair. Bld B Science: sulfur smell-sewer line-Action/plan, site to place work order and M&O will schedule the repair. Bld F: F8 & F9 the A/C works periodically-Action/plan, site to place work order and M&O will schedule the repair. Bld H & Bld I: A/C works periodically-Action/plan, site to place work order and M&O will schedule the repair. Swimming Pool Complex: pool on list for modernization project-Action/plan, in the interim site to place work order and M&O will schedule the repair. Bld 17, 19 & 21 Portable CR (LPS): no power-Action/plan, site to place work order and M&O will schedule the repair.
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Bld H & Bld I: item noted but no detail provided-Action/plan, site to place work order and M&O will schedule the repair. Swimming Pool Complex: pool on list for modernization project-Action/plan, in the interim site to place work order and M&O will schedule the repair. Bld 4 Portable CR (LPS): missing ceiling tiles-Action/plan, site to place work order and M&O will schedule the repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Bld A1 Administration and Bld A2: item noted but no details provided-Action/plan, site to place work order and M&O will schedule the repair. Bld B Science: B106 cockroaches-Action/plan, site to place work order and M&O will schedule the repair.
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Bld H & Bld I: item noted but no details provided-Action/plan, site to place work order and M&O will schedule the repair. Stadium: sound system & lights-Action/plan, site to place work order and M&O will schedule the repair. Swimming Pool Complex: pool on list for modernization project-Action/plan, in the interim site to place work order and M&O will schedule the repair. Bld 1 Portable CR (LPS): item noted but no details provided-Action/plan, site to place work order and M&O will schedule the repair.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: July 2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Bld A1 Administration, Bld A2, Bld Gymnasium, Bld H, Bld I, Bld K Gymnasium & Bld N Childcare: item noted but no details provided-Action/plan, site to place work order and M&O will schedule the repair. Stadium: lack of restrooms-Action/plan, site administration to discuss with Director of Facilities. Swimming Pool Complex: pool on list for modernization project-Action/plan, in the interim site to place work order and M&O will schedule the repair. Bld 7 Portable CR (LPS): one or more sinks does not work-Action/plan, site to place work order and M&O will schedule the repair.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No items noted
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Stadium: bleachers need replacing-Action/plan, site to place work order and M&O will schedule the repair. Swimming Pool Complex: pool on list for modernization project-Action/plan, in the interim site to place work order and M&O will schedule the repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Bld H: windows need to be replaced-Action/plan, site to place work order and M&O will schedule the repair. Field Complex (Baseball, Soccer, Softball): baseball fields in need of upgrade-Action/plan, site to place work order and M&O will schedule the repair. Swimming Pool Complex: pool on list for modernization project-Action/plan, in the interim site to place work order and M&O will schedule the repair.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	32	31	30	52	52	53	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	31	32	36	49	50	52	54	56	55
Math	17	12	10	30	29	28	49	50	50
HSS	24	26	30	43	43	45	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	6	4	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.3	35.2	32.3

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	53	
All Student at the School	30	
Male	37	
Female	22	
Black or African American		
American Indian or Alaska Native		
Asian	50	
Filipino	56	
Hispanic or Latino	26	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	30	
English Learners	8	
Students with Disabilities	26	
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	2	1	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-3	2	18
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	4	-5	15
English Learners	-2	16	3
Students with Disabilities		-1	26

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Parent Involvement Coordinator: Maria Castaneda, (408) 347-5900

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 strategies to increase stakeholder communication.

Parent Community Involvement Specialist is on campus full time to advocate for the needs of parents. This includes drop in and appointment times in the Parent Community Center, frequent meetings in both English and Spanish, parent teacher conference coordination, as well as opportunities for volunteering.

Weekly Parent Message from the Principal communicating important school information.

Parent Conferencing Events: twice a year Overfelt parents have the opportunity to have organized mini-conferences with teachers and school staff.

Adult Education and other classes for parents provide opportunities for parents to learn English and student support skills.

Counselors and Program Coordinators host frequent parent meetings on a variety of topics to increase parents' awareness of expectations, policies, and practices in order to increase student academic success.

School Site Council meets monthly and provides parents the opportunity to participate in the decision making process for the school.

TeleParent phone messaging system allows communication from teachers in parents' home languages.

School Loop allows parents to look up grades and assignments and email teachers.

School Website is updated with current school information.

**State Priority: School Climate**

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

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

**School Safety Plan**

The Overfelt safety plan was last updated in February 2014.

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 William C. Overfelt High School Site Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior policy
- Rules and regulations Dress code policy
- Protocols for safety/emergency drills
- Tardy policy
- Attendance policy
- Referral process
- Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- Safety team
- Multi-service team
- Nondiscriminatory policy on student rights and responsibilities

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	9.8	7.7	9.4
Expulsions Rate	0.0	0.3	0.2
District	11-12	12-13	13-14
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	84.2	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	26.1	25	27	25	29	18	22	23	17	23	20	28
Math	25.5	25	27	24	27	19	14	14	15	24	23	25
Science	31	28	29	7	9	10	9	15	10	27	22	27
SS	26.8	26	26	13	15	17	13	18	8	19	23	30

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	720

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,957
Mid-Range Teacher Salary	\$74,444	\$69,613
Highest Teacher Salary	\$95,445	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$120,526
Average Principal Salary (HS)	\$128,614	\$129,506
Superintendent Salary	\$235,000	\$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,313	\$2,511	\$5,802	\$71,997
District	♦	♦	\$5,722	\$76,437
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			1.4	-7.4
Percent Difference: School Site/ State			4.8	0.6

### Types of Services Funded at William C. Overfelt High School

At Overfelt High School there are a number of supplemental programs to help increase student academic achievement. Teacher professional development is designed and organized by our Professional Development Committee. This professional development takes place during the summer, after school, and in weekly collaboration time. These efforts focus on increasing rigor, providing instructional support, and increasing students' engagement and motivation. All students enter one of three small learning communities where they receive extra counseling, behavior advising, and targeted curriculum in a safe and supportive environment. Additional support for 9th graders is provided by our team of trained peer mentors as well as an after school mentoring program operated by Community Partners for Youth. The AVID, Puente, Advanced Academic Program, Multimedia Production, Child Development and Education, and Electronics Academies all provide additional support structures for students. Academic intervention, acceleration, and support are offered before school, after school, on Saturdays, and during the summer. All of these programs operate with a combination of local, state, and federal categorical funds.

### Professional Development provided for Teachers at William C. Overfelt High School

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the Common Core State Standards, district goals, and the school's vision of developing critical thinking, creative thinking, and resilience. Our school 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. BTSAs 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 regularly 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., Common Core and 21st Century Skill based instruction in student centered learning environments), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics or cross-curricular team 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 FitnessGram 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.

**2013-14 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	23	32	38	33	30
All Students at the School	63	22	14	54	34	12
Male	66	23	11	52	36	11
Female	60	22	18	55	33	12
Black or African American						
American Indian or Alaska Native						
Asian	41	28	31	23	61	16
Filipino	31	38	31	27	27	47
Hispanic or Latino	68	21	11	59	32	9
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	63	23	15	54	34	12
English Learners	94	3	3	82	17	1
Students with Disabilities	92	8		96	4	
Students Receiving Migrant Education Services						

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

William C. Overfelt High School	2011-12	2012-13	2013-14
English-Language Arts	35	40	37
Mathematics	44	49	46
East Side Union High School District	2011-12	2012-13	2013-14
English-Language Arts	54	56	50
Mathematics	61	63	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	77.35	82.21	84.56
Black or African American	120.00	79.72	75.90
American Indian or Alaska Native	0.00	62.96	77.82
Asian	78.95	92.55	92.94
Filipino	88.24	90.53	92.20
Hispanic or Latino	74.73	73.24	80.83
Native Hawaiian/Pacific Islander	85.71	86.67	84.06
White	75.00	88.08	90.15
Two or More Races	100.00	88.46	89.03
Socioeconomically Disadvantaged	76.38	75.66	82.58
English Learners	51.06	55.53	53.68
Students with Disabilities	53.06	59.46	60.31

Dropout Rate and Graduation Rate			
<b>William C. Overfelt High School</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	26.5	26.4	17.3
Graduation Rate	69.05	63.90	77.46
<b>East Side Union High School District</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
<b>California</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	312
% of pupils completing a CTE program and earning a high school diploma	28%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86%

### Career Technical Education Programs

Overfelt High School develops readiness for College and 21st Century Careers for all students through a focus on developing readiness skills. These skills include critical thinking, creative thinking, and resilience. By embedding the development of these skills in content area classes along with the rigorous literacy skills defined by the Common Core State Standards, Overfelt High School is able to help prepare all students for future success.

Overfelt also offers three specific career themed magnet programs. Each of these programs is a California Partnership Academy serving students in tenth, eleventh, and twelfth grades. Each program has a specific career focus but also develops a general readiness for college and awareness of skills.

Electronics Academy: This academy has been in existence for more than twenty years. In its most current iteration it is using Project Lead the Way curriculum to develop pre-engineering skills and competencies through a variety of hands on activities using technology.

Child Development and Education Academy: This academy develops a deeper understanding of child development and psychology to prepare students for future careers in education and child care. Students work directly with preschool, elementary school, and after school youth programs.

Multimedia Production Careers: This academy develops students ability to create digital art, music, and video using the most current software and production equipment. Upon completion of three years of study, students are ready for entry level careers in audio-visual editing and production.

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	4	♦
Science	4	♦
Social Science	7	♦
All courses	19	0.6

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	73.76
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	28.93