



# William C. Overfelt High School

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

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## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### East Side Union High School District

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#### District Governing Board

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Human Resources**

### 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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at 408.347.5900.

### 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 10 - 12 are organized into three houses of approximately 400-450 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 thematic academies are offered on the campus (Electronics, Child Development, and Multimedia) along with AVID and Puente focuses.

\*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.

Though not without challenges, Overfelt continues to move forward in the achievements of its goals. Despite its successes, students have not achieved the level of academic success desired by the school. The school now aims to laser focus on significantly strengthening the learning environment for students and teachers. Receipt of this SSP planning grant will allow Overfelt's Torchbearer House to become a New Technology Network pathway and allow teachers to become highly skilled in project-based learning and interdisciplinary team teaching as a primary instructional delivery method.

**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 Puenete 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 minority students are challenging themselves at the highest levels.

**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 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 our campus safe.

### **Opportunities for Parental Involvement**

Parent Involvement Coordinator: Paul Pinza, (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.

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.

Spanish speaking parents meet with our associate principal monthly to discuss various topics, "La Mesa Redonda."

| Student Enrollment by Grade Level |                    |
|-----------------------------------|--------------------|
| Grade Level                       | Number of Students |
| Gr. 9                             | 352                |
| Gr. 10                            | 401                |
| Gr. 11                            | 325                |
| Gr. 12                            | 362                |
| <b>Total</b>                      | <b>1,440</b>       |

| Student Enrollment by Group      |                             |
|----------------------------------|-----------------------------|
| Group                            | Percent of Total Enrollment |
| Black or African American        | 1.9                         |
| American Indian or Alaska Native | 0.0                         |
| Asian                            | 9.4                         |
| Filipino                         | 6.8                         |
| Hispanic or Latino               | 78.8                        |
| Native Hawaiian/Pacific Islander | 1.5                         |
| White                            | 0.9                         |
| Two or More Races                | 0.6                         |
| Socioeconomically Disadvantaged  | 87.5                        |
| English Learners                 | 60.3                        |
| Students with Disabilities       | 12.3                        |

| Average Class Size and Class Size Distribution |      |      |    |                       |    |    |       |    |    |     |    |    |
|--|------|------|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size                             |      |      |    | Number of Classrooms* |    |    |       |    |    |     |    |    |
|  |      |      |    | 1-20                  |    |    | 21-32 |    |    | 33+ |    |    |
| Year   | 11   | 12   | 13 | 11                    | 12 | 13 | 11    | 12 | 13 | 11  | 12 | 13 |
| English  | 23.7 | 26.1 | 22 | 32                    | 25 | 29 | 37    | 22 | 23 | 12  | 23 | 20 |
| Math   | 23.3 | 25.5 | 25 | 34                    | 24 | 27 | 20    | 14 | 14 | 18  | 24 | 23 |
| Science  | 27.8 | 31   | 28 | 11                    | 7  | 9  | 11    | 9  | 15 | 22  | 27 | 22 |
| SS   | 25.2 | 26.8 | 26 | 12                    | 13 | 15 | 14    | 13 | 18 | 15  | 19 | 23 |

\* 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, English, Math, Science and Social Science (SS), rather than grade level.

| Suspensions and Expulsions |       |       |       |
|----------------------------|-------|-------|-------|
| School                     | 10-11 | 11-12 | 12-13 |
| Suspensions Rate           | 27.43 | 32.04 | 10.07 |
| Expulsions Rate            | 0.26  | 0.1   | 0.35  |
| District                   | 10-11 | 11-12 | 12-13 |
| Suspensions Rate           | 11.87 | 15.53 | 5.05  |
| Expulsions Rate            | 0.14  | 0.1   | 0.15  |

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

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Overfelt safety plan was last updated in February 2013.

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

### **School Facility Conditions and Planned Improvements (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** September 2013

#### **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 MultMedia computer lab. Plans for future construction are underway and include modernizing all 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| School Facility Good Repair Status                                   |               |      |      |  |
|--|---------------|------|------|--|
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|  | Good          | Fair | Poor |  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | [X]           | [ ]  | [ ]  | Bldg G: Library has noisy AC unit. Action/plan, site to place work order and M&O will schedule the repair. Gym: No AC in wrestling & weight rooms; Boy's & Girl's locker rooms-drainage issue. Action/plan, site to place work order and M&O will schedule the repair. Bldg I: AC Unit not functioning. Action/plan, site to place work order and M&O will schedule the repair. Pool Mechanical Bldg: Occasional strong odor of gas. Action/plan, site to place work order and M&O will schedule the repair. |
| <b>Interior:</b><br>Interior Surfaces                                | [ ]           | [X]  | [ ]  | Bldg B: Ceiling tiles missing (B104). Action/plan, site to place work order and M&O will schedule the repair. Bldg H: ceiling tiles missing and water stained; missing floor tiles; hole in storage room floor. (Hole on floor has been repaired). Action/plan, site to place work order and M&O will schedule the repair. Gym: needs paint. Action/plan, site to place work order and M&O will schedule the repair.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | [X]           | [ ]  | [ ]  | Quad Areas: Cat odor. Action/plan, site to place work order and M&O will schedule the work. Basketball Courts: Sand blows in on surface creating unsafe condition. Action/plan, site to place work order and M&O will schedule the repair.   |
| <b>Electrical:</b><br>Electrical                                     | [X]           | [ ]  | [ ]  | Stadium: Lights not always functioning. Action/plan, site to place work order and M&O will schedule the repair.  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | [ ]           | [ ]  | [X]  | Bldg C-100 & C-200: Drinking fountains need to be cleaned. Action/plan, site to perform the work. Bldg J: Bathrooms are in need of repair, soap, dryers, tile repair. Action/plan, site to place work order and M&O will schedule the repair. Bldg K: Locker Room shower drain issues. Action/plan, site to place work order and M&O will schedule the repair. Stadium and Basketball Courts: drinking fountains do not work. Action/plan, site to place work order and M&O will schedule the repair.        |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                   | [X]           | [ ]  | [ ]  | Bldg H: safety issue but no comment reported. Action/plan, site to place work order and M&O will schedule the repair.  |

**School Facility Good Repair Status**

| System Inspected   | Repair Status    |             |             | Repair Needed and Action Taken or Planned  |
|--|------------------|-------------|-------------|--|
|  | Good             | Fair        | Poor        |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | [X]              | [ ]         | [ ]         | Bleachers: damaged and in need of repair to sheet metal. Action/plan, site to place work order and M&O will schedule the repair. Swimming pools: chipped and cracked concrete on pool deck; missing tiles. Action/plan, site to place work order and M&O will schedule the repair. |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ]              | [ ]         | [X]         | Baseball & Soccer Fields: ground squirrel damage; drainage issues at Baseball fields. Action/plan, site to place work order and M&O will schedule the repair. Outside company working on controlling squirrel problem.   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b>  |
|  | [ ]              | [ ]         | [ ]         | [X]  |

| Teacher Credentials                  |       |       |       |
|--------------------------------------|-------|-------|-------|
| School                               | 10-11 | 11-12 | 12-13 |
| <b>Fully Credentialed</b>            | 80    | 69.8  | 60.2  |
| <b>Without Full Credential</b>       | 2     | 2     | 3.8   |
| <b>Teaching Outside Subject Area</b> | 0     | 0     | 0     |
| Districtwide                         | 10-11 | 11-12 | 12-13 |
| <b>Fully Credentialed</b>            | ◆     | ◆     | 978   |
| <b>Without Full Credential</b>       | ◆     | ◆     | 28    |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| School   | 11-12 | 12-13 | 13-14 |
| <b>Teachers of English Learners</b>                                | 1     | 1     | 1     |
| <b>Total Teacher Misassignments</b>                                | 1     | 1     | 1     |
| <b>Vacant Teacher Positions</b>                                    | 0     | 0     | 0     |

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

**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the Common Core State Standards, district goals, the school's core values, and occur during the school year and summer break. 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. BTSA 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.

### Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/)

| Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 97.5                                | 2.5                                     |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 96.1                                | 4.0                                     |
| <b>High-Poverty Schools</b>   | 94.6                                | 5.4                                     |
| <b>Low-Poverty Schools</b>  | 97.4                                | 2.6                                     |

\* 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 25 percent or less in the free and reduced price meals program.

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 2   |
| Social/Behavioral or Career Development Counselor          | 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.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 Teacher Leadership Team. 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level   | Expenditures Per Pupil |            |              | Average Teacher Salary |
|---|------------------------|------------|--------------|------------------------|
|   | Total                  | Restricted | Unrestricted |                        |
| <b>School Site</b>                              | \$7,981                | \$2,210    | \$5,771      | \$72,463               |
| <b>District</b>                                 | ♦                      | ♦          | \$5,727      | \$77,737               |
| <b>State</b>                                    | ♦                      | ♦          | \$5,537      | \$71,584               |
| <b>Percent Difference: School Site/District</b> |                        |            | 0.8          | -6.0                   |
| <b>Percent Difference: School Site/ State</b>   |                        |            | -2.9         | 2.9                    |

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: [www.ed-data.org](http://www.ed-data.org).

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category                             | District Amount | State Average for Districts In Same Category |
|--------------------------------------|-----------------|--|
| <b>Beginning Teacher Salary</b>      | \$47,104        | \$42,865                                     |
| <b>Mid-Range Teacher Salary</b>      | \$74,444        | \$69,484                                     |
| <b>Highest Teacher Salary</b>        | \$95,445        | \$89,290                                     |
| <b>Average Principal Salary (ES)</b> | \$0             |  |
| <b>Average Principal Salary (MS)</b> | \$0             | \$119,946                                    |
| <b>Average Principal Salary (HS)</b> | \$117,702       | \$128,378                                    |
| <b>Superintendent Salary</b>         | \$217,392       | \$202,664                                    |
| Percent of District Budget           |                 |  |
| <b>Teacher Salaries</b>              | 39.7%           | 36.8%  |
| <b>Administrative Salaries</b>       | 3.5%            | 4.9%   |

\* 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/).

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

| Textbooks and Instructional Materials   |   |
|---|---|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
| <b>Reading/Language Arts</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%        | English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002<br>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002<br>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000<br>English 4 – “The Language of Literature World Literature” McDougal Littell 2002 |
| <b>Mathematics</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                  | Algebra I – “Algebra 1” McDougal Littell 2007<br>Geometry – “Geometry” McDougal Littell 2007<br>Algebra II – “Algebra 2” McDougal Littell 2007<br>Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012   |
| <b>Science</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                      | Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04<br>CK-12 FlexBook, titled: Overfelt Biology 2013<br>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 2002<br>Physics – “Conceptual Physics” Addison-Wesley 1992, 99, 02, 06                    |
| <b>History-Social Science</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%       | World History – “Modern World History” McDougal-Littell 2003<br>US History – “The American Vision” Glencoe 2006<br>American Government – “Magruder’s American Government” Prentice Hall 1997<br>American Government – “We the People” Center for Civic Education 2002<br>Economics – “Holt Economics” Holt 2003         |
| <b>Foreign Language</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%             | Textbooks and Instructional Materials in use are standards aligned and officially adopted   |
| <b>Health</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%                       | Textbooks and Instructional Materials in use are standards aligned and officially adopted   |
| <b>Visual and Performing Arts</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0%   | Textbooks and Instructional Materials in use are standards aligned and officially adopted   |
| <b>Science Laboratory Equipment</b><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0% | Science labs are adequately equipped  |



**Note:** 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

| STAR Results for All Students - Three-Year Comparison |   |       |       |          |       |       |       |       |       |
|---|---|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced |       |       |          |       |       |       |       |       |
|   | 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    |
| Science   | 28  | 31    | 30    | 50       | 52    | 52    | 57    | 60    | 59    |
| H-SS  | 24  | 26    | 30    | 43       | 43    | 45    | 48    | 49    | 49    |

### Internet Access

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

| 2013 STAR Results by Student Group            |   |      |         |      |
|---|---|------|---------|------|
| Group   | Percent of Students Scoring at Proficient or Advanced |      |         |      |
|   | ELA   | Math | Science | H-SS |
| All Students in the LEA                       | 52  | 28   | 52      | 45   |
| All Student at the School                     | 36  | 10   | 31      | 30   |
| Male  | 32  | 9    | 35      | 32   |
| Female  | 42  | 11   | 26      | 28   |
| Black or African American                     | 35  | 9    |         | 19   |
| American Indian or Alaska Native              |   |      |         |      |
| Asian   | 53  | 28   | 56      | 57   |
| Filipino                                      | 65  | 27   | 67      | 54   |
| Hispanic or Latino                            | 32  | 7    | 26      | 25   |
| Native Hawaiian/Pacific Islander              | 27  |      |         |      |
| White   |   |      |         |      |
| Two or More Races                             |   |      |         |      |
| Socioeconomically Disadvantaged               | 35  | 10   | 27      | 28   |
| English Learners                              | 8   | 7    | 9       | 9    |
| Students with Disabilities                    | 20  | 17   | 15      | 8    |
| Students Receiving Migrant Education Services |   |      |         |      |

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

| Grade Level | Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 9           | 19.1  | 28.4   | 27.3   |

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

| 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    | 16    |
| English Learners                                    | -2                | 16    | 44    |
| Students with Disabilities                          |                   | -1    | 26    |

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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.

| Academic Performance Index Ranks - Three-Year Comparison |      |      |      |
|--|------|------|------|
| API Rank   | 2010 | 2011 | 2012 |
| Statewide  | 2    | 2    | 2    |
| Similar Schools  | 7    | 6    | 4    |

### Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

| 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  | 13        |           |
| Percent of Schools Currently in Program Improvement | 81.3      |           |

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

| Group                            |          | School | District | State     |
|----------------------------------|----------|--------|----------|-----------|
| All Students at the School       | Students | 957    | 16,556   | 4,655,989 |
|                                  | API-G    | 658    | 751      | 790       |
| Black or African American        | Students | 21     | 519      | 296,463   |
|                                  | API-G    | 577    | 661      | 708       |
| American Indian or Alaska Native | Students | 0      | 62       | 30,394    |
|                                  | API-G    |        | 694      | 743       |
| Asian                            | Students | 93     | 5,336    | 406,527   |
|                                  | API-G    | 804    | 863      | 906       |
| Filipino                         | Students | 61     | 1,445    | 121,054   |
|                                  | API-G    | 794    | 793      | 867       |
| Hispanic or Latino               | Students | 756    | 7,488    | 2,438,951 |
|                                  | API-G    | 654    | 662      | 744       |
| Native Hawaiian/Pacific Islander | Students | 13     | 105      | 25,351    |
|                                  | API-G    | 621    | 679      | 774       |
| White                            | Students | 6      | 1,278    | 1,200,127 |
|                                  | API-G    |        | 791      | 853       |
| Two or More Races                | Students | 7      | 305      | 125,025   |
|                                  | API-G    |        | 799      | 824       |
| Socioeconomically Disadvantaged  | Students | 852    | 8,310    | 2,774,640 |
|                                  | API-G    | 669    | 701      | 743       |
| English Learners                 | Students | 689    | 8,673    | 1,482,316 |
|                                  | API-G    | 653    | 730      | 721       |
| Students with Disabilities       | Students | 106    | 1,515    | 527,476   |
|                                  | API-G    | 451    | 466      | 615       |

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

| 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      |
| Met Graduation Rate (if applicable)           | No     | Yes      |

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml). (Outside source)

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Completion of High School Graduation Requirements |                          |          |         |
|---|--------------------------|----------|---------|
| Group   | Graduating Class of 2013 |          |         |
|   | School                   | District | State   |
| All Students                                      | 223                      | 5,412    | 418,598 |
| Black or African American                         | 2                        | 198      | 28,078  |
| American Indian or Alaska Native                  |                          | 11       | 3,123   |
| Asian   | 24                       | 1765     | 41,700  |
| Filipino  | 19                       | 524      | 12,745  |
| Hispanic or Latino                                | 171                      | 2345     | 193,516 |
| Native Hawaiian/Pacific Islander                  | 4                        | 43       | 2,585   |
| White   | 2                        | 460      | 127,801 |
| Two or More Races                                 | 1                        | 52       | 6,790   |
| Socioeconomically Disadvantaged                   | 208                      | 2820     | 217,915 |
| English Learners                                  | 111                      | 1714     | 93,297  |
| Students with Disabilities                        | 20                       | 361      | 31,683  |

| Dropout Rate and Graduation Rate |         |         |         |
|----------------------------------|---------|---------|---------|
| Indicator                        | 2009-10 | 2010-11 | 2011-12 |
| Dropout Rate (1-year)            | 24.50   | 26.50   | 26.40   |
| Graduation Rate                  | 73.65   | 70.33   | 69.05   |
| District                         |         |         |         |
| Dropout Rate (1-year)            | 17.50   | 17.40   | 14.80   |
| Graduation Rate                  | 80.92   | 77.13   | 80.10   |
| Dropout Rate (1-year)            | 16.60   | 14.70   | 13.10   |
| Graduation Rate                  | 80.53   | 77.14   | 78.73   |

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

| CAHSEE Results for All Students - Three-Year Comparison<br>Percent of Students Scoring at Proficient or Advanced |         |         |         |
|--|---------|---------|---------|
| Subject  | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | 36      | 35      | 40      |
| Mathematics  | 46      | 44      | 49      |
| District   |         |         |         |
| English-Language Arts  | 55      | 54      | 56      |
| Mathematics  | 61      | 61      | 63      |
| English-Language Arts  | 59      | 56      | 57      |
| Mathematics  | 56      | 58      | 60      |

| Advanced Placement Courses (School Year 2011-12) |                               |                                   |
|--|-------------------------------|-----------------------------------|
| Subject  | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science                                 |                               | ---                               |
| English  | 2                             | ---                               |
| Fine and Performing Arts                         |                               | ---                               |
| Foreign Language                                 | 6                             | ---                               |
| Mathematics                                      | 6                             | ---                               |
| Science  | 4                             | ---                               |
| Social Science                                   | 4                             | ---                               |
| All courses                                      | 22                            | 5.7                               |

\* Where there are student course enrollments.

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

| Group   | English-Language Arts |            |          | Mathematics    |            |          |
|---|-----------------------|------------|----------|----------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA                       | 44                    | 22         | 34       | 37             | 33         | 30       |
| All Students at the School                    | 60                    | 21         | 19       | 51             | 33         | 16       |
| Male  | 64                    | 19         | 17       | 50             | 33         | 17       |
| Female  | 55                    | 24         | 21       | 52             | 33         | 15       |
| Black or African American                     |                       |            |          |                |            |          |
| American Indian or Alaska Native              |                       |            |          |                |            |          |
| Asian   | 37                    | 24         | 39       | 8              | 42         | 50       |
| Filipino                                      | 24                    | 24         | 52       | 24             | 38         | 38       |
| Hispanic or Latino                            | 64                    | 21         | 15       | 57             | 32         | 11       |
| Native Hawaiian/Pacific Islander              |                       |            |          |                |            |          |
| White   |                       |            |          |                |            |          |
| Two or More Races                             |                       |            |          |                |            |          |
| Socioeconomically Disadvantaged               | 63                    | 20         | 17       | 54             | 32         | 14       |
| English Learners                              | 91                    | 6          | 3        | 83             | 11         | 6        |
| Students with Disabilities                    | 98                    |            | 3        | 95             | 3          | 3        |
| Students Receiving Migrant Education Services |                       |            |          |                |            |          |

| Career Technical Education Participation  |                           |
|---|---------------------------|
| Measure   | CTE Program Participation |
| Number of pupils participating in CTE   | 312                       |
| Percent of pupils completing a CTE program and earning a high school diploma                              | 12%                       |
| Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education | 86%                       |

| Courses for University of California and/or California State University   |         |
|---|---------|
| UC/CSU Course Measure   | Percent |
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission        | 73.7    |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 24.2    |

**Career Technical Education Programs**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Overfelt High School develops readiness for College and 21st Century Careers for all students through a focus on developing readiness skills. These skills include collaboration, critical thinking, creativity, and communication. 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.