William C. Overfelt High School

1835 Cunningham Ave. • San Jose, CA, 95122 • 408.347.5900 • Grades 9-12
Vito Chiala, Principal
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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

East Side Union High School District

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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 2011-12 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/. For additional information about this school, please contact the school administration at 408.347.5900.

School Description

It is a true honor for me to be the principal and to serve the students, staff, and community of Overfelt High School. I have had the privilege of working at Overfelt for the last twelve years. In that time I have been an English teacher, worked with teacher professional development, coordinated student activities, and helped to implement the ninth grade small learning community. For three years, I had the pleasure to be Overfelt's Associate Principal with responsibility for testing, professional development, and the student academic program.

My dedication is to the Overfelt community. I am committed to increasing the academic achievement for all Overfelt students. I believe that education is the key to the future success of our students and this community. We need to continue to make Overfelt a place where each of our students can find success.

I am fortunate to work with a highly qualified, enthusiastic staff of teachers and professionals. Our students and families are up for the challenge. Our increasing API indicates that more and more of our students are achieving at higher and higher levels each year. Of course, we know we are not done yet and will continue to work hard to take student achievement to the next level.

I value open communication. This means that I welcome input and suggestions for improving our school and increasing student success. I encourage you to contact me or any member of the Overfelt staff if you have concerns or questions. I hope to continue to earn the position of Overfelt's Principal each year.

Opportunities for Parental Involvement

Parent Involvement Coordinator: Vito Chiala, Principal (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, "Café Con Ms. Miranda."

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	418
Gr. 10	363
Gr. 11	397
Gr. 12	324
Total	1,502

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0
Asian	9.7
Filipino	7.3
Hispanic or Latino	78.4
Native Hawaiian/Pacific Islander	1.3
White	1.1
Two or More Races	0.3
Socioeconomically Disadvantaged	89
English Learners	62.3
Students with Disabilities	12.3

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	26.6	23.7	26.1	15	32	25	34	37	22	10	12	23
Math	28.4	23.3	25.5	12	34	24	22	20	14	23	18	24
Science	29.2	27.8	31	6	11	7	24	11	9	11	22	27
SS	29.1	25.2	26.8	6	12	13	22	14	13	18	15	19

* 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	09-10	10-11	11-12
Suspensions Rate	38.5	27.43	32.04
Expulsions Rate	0.17	0.26	0.1
District	09-10	10-11	11-12
Suspensions Rate	16.78	11.87	15.53
Expulsions Rate	0.15	0.14	0.1

* 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 2012.

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 2012-13)

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

Year and month in which data were collected: September 2012

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 MulitMedia 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 2012-13)

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)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[ ]	[X]	[ ]	Buildings J and D will receive new HVAC units by the end of 2013. The exhaust fan is not working in the "E" wings electrical room. The district will have the school submit work orders for the repairs.
Interior: Interior Surfaces	[ ]	[ ]	[X]	[ ]	The school has some rooms that need floor replacement. The district will replace some of the flooring in the summer of 2013. The school has some stains or missing ceiling tiles. The district will have the school submit a work order for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[ ]	[X]	[ ]	A pest control company has been hired to spray the buildings.
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	The school has lights out, light diffusers and electrical covers missing or not working. The district will have the school submit work orders to have repairs completed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	The drinking fountain in the J-wing is not working. The district will have the school submit a work order to do the repair. The sink in the men's restroom in the J-wing is not working. The district will have the school submit a work order to do the repair.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	There are missing fire extinguisher signs in a lot of rooms. The district will go thru all the rooms and post signs where needed. Rooms C-108 and C-112 are missing a fire extinguisher. The district will ensure that a fire extinguisher is placed in these rooms.
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	

School Facility Good Repair Status

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Buildings J and D will receive new doors and windows by the end of 2014. The gym, multipurpose, administration, and buildings G need door replacement. The district will complete the replacement of the other windows and doors as funds become available. The concrete is lifting in the upper, "I" and "H" quad areas. The district will schedule to grid down the concrete. The district will be repairing the asphalt and seal coating the student and staff parking lots. This will be completed within the next three summers. The track will be resurfaced by 2013. The football field will be replaced with artificial turf by October 2012.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	81	80	69.8
Without Full Credential	6	2	2
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	935.3
Without Full Credential	♦	♦	26.4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	1	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 state's 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., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the 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/

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	96.72	3.28
Districtwide		
All Schools	96.76	3.24
High-Poverty Schools	96.57	3.43
Low-Poverty Schools	96.7	3.3

* 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)	.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	00
Average Number of Students per Staff Member	
Academic Counselor	749

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,175	$2,877	$5,298	$72,841
District	♦	♦	$5,234	$77,458
State	♦	♦	$5,455	$70,792
Percent Difference: School Site/District			1.2%	-6.3%
Percent Difference: School Site/ State			-3.0%	2.8%

* **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/. 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/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,104	$42,660
Mid-Range Teacher Salary	$74,444	$69,198
Highest Teacher Salary	$95,445	$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,140
Average Principal Salary (HS)	$126,498	$127,707
Superintendent Salary	$215,844	$202,123
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	3%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

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. Many of these efforts are funded through a grant we receive from the California Academic Partnership Program (CAPP). All 9th grade students enter a small learning community 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, Gear Up, as well as an after school mentoring program operated by Community Partners for Youth. The AVID, Puente, Green Careers, Multimedia Production, Child Development and Education, and Electronics Academies all provide additional support structures for students. All of these programs operate with a combination of local, state, and federal categorical funds.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 English 4 – "The Language of Literature World Literature" McDougal Littell 2002
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Algebra I – "Algebra 1" McDougall Littell 2007 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits" Houghton Mifflin 2012
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – "Biology: Web of Life; "Biology" Holt 1998, 99, 04 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall 2000, 2002 Physics – "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe 2006 American Government – "Magruder's American Government" Prentice Hall 1997 American Government – "We the People" Center for Civic Education 2002
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes 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.

STAR Results for All Students - Three-Year Comparison								
Subject	**Percent of Students Scoring at Proficient or Advanced**							
	School			**District**			**State**		
	09-10	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**
ELA	31	31	32	48	49	50	52	54	56
Math	16	17	12	27	30	29	48	50	51
Science	20	28	31	46	50	52	54	57	60
H-SS	26	24	26	39	43	43	44	48	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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	50	29	52	43
All Student at the School	32	12	31	26
Male	29	11	29	29
Female	36	12	33	22
Black or African American	13	4		7
American Indian or Alaska Native				
Asian	47	35	47	49
Filipino	47	21	56	30
Hispanic or Latino	29	8	27	22
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	30	11	30	25
English Learners	8	8	6	6
Students with Disabilities	16	21	3	3
Students Receiving Migrant Education Services	27			

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/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	13.3	32.8	40.8

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	09-10	**10-11**	**11-12**
All Students at the School	4	2	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	-3	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	16	4	-5
English Learners	10	-2	15
Students with Disabilities			0

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	**2009**	**2010**	**2011**
Statewide	3	2	2
Similar Schools	8	7	6

Federal Intervention Program (School Year 2012-13)

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.

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		12
Percent of Schools Currently in Program Improvement		57.1

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	1,008	16,761	4,664,264
	API-G	659	748	788
Black or African American	**Students**	23	541	313,201
	API-G	609	675	710
American Indian or Alaska Native	**Students**	0	61	31,606
	API-G		699	742
Asian	**Students**	97	5,514	404,670
	API-G	766	859	905
Filipino	**Students**	77	1,485	124,824
	API-G	749	803	869
Hispanic or Latino	**Students**	794	7,489	2,425,230
	API-G	637	653	740
Native Hawaiian/ Pacific Islander	**Students**	7	117	26,563
	API-G		692	775
White	**Students**	6	1,353	1,221,860
	API-G		789	853
Two or More Races	**Students**	4	165	88,428
	API-G		784	849
Socioeconomically Disadvantaged	**Students**	928	9,107	2,779,680
	API-G	652	696	737
English Learners	**Students**	653	6,849	1,530,297
	API-G	607	667	716
Students with Disabilities	**Students**	110	1,554	530,935
	API-G	416	455	607

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/.

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	No

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/. (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. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2012		
	School	District	State
All Students	74.5	85.0	---
Black or African American	100	85.6	---
American Indian or Alaska Native	N/A	80.0	---
Asian	68.6	93.1	---
Filipino	94.4	92.1	---
Hispanic or Latino	74.1	76.3	---
Native Hawaiian/Pacific Islander	80	85.7	---
White	40	89.1	---
Two or More Races	100	80.4	---
Socioeconomically Disadvantaged	72.4	73.2	---
English Learners	51.4	57.4	---
Students with Disabilities	75.8	69.5	---

Dropout Rate and Graduation Rate			
Indicator	2008-09	2009-10	2010-11
Dropout Rate (1-year)	5.6	24.5	26.2
Graduation Rate	73.65	72.73	68.77
District			
Dropout Rate (1-year)	5.6	17.5	17.6
Graduation Rate	81.04	80.92	76.85
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* 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/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2009-10	2010-11	2011-12
English-Language Arts	38	36	35
Mathematics	36	46	44
District			
English-Language Arts	55	55	54
Mathematics	58	61	61
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	4	---
Mathematics	3	---
Science	2	---
Social Science	7	---
All courses	17	6

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46	21	33	39	34	27
All Students at the School	65	19	16	56	31	13
Male	71	18	11	58	32	10
Female	59	20	21	54	30	17
Black or African American						
American Indian or Alaska Native						
Asian	53	19	28	25	33	42
Filipino	52	28	20	32	56	12
Hispanic or Latino	68	18	14	62	28	10
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	65	19	15	56	30	14
English Learners	97	3	1	84	12	3
Students with Disabilities	100	0	0	94	6	0
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
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	71.3
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	27

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

At Overfelt High School there are a number of supplemental programs to help increase student academic achievement. New Options is an after school program funded by the 21st Century grant and operated in partnership with the YWCA. They offer tutoring, credit recovery, enrichment and health curriculum daily. Students have access to computers, teachers, and peer tutors after school from 2:15 until 5:15 daily in our Homework Center which is funded with site funds. 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. Many of these efforts are funded through a grant we receive from the California Academic Partnership Program (CAPP). All 9th grade students enter a small learning community 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, Gear Up, as well as an after school mentoring program operated by Community Partners for Youth. The AVID, Puente, Green Careers, Multimedia Production, Child Development and Education, and Electronics Academies all provide additional support structures for students. All of these programs operate with a combination of local, state, and federal categorical funds.