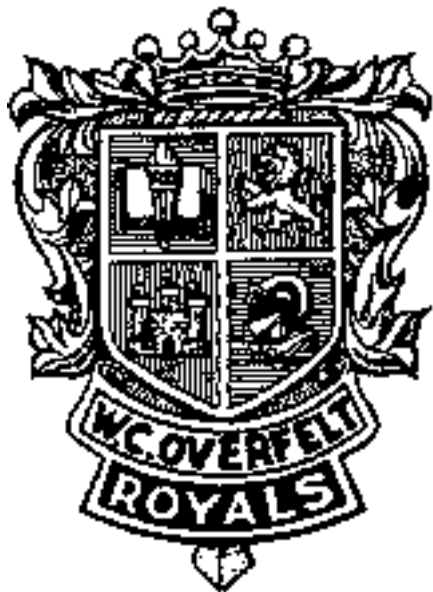


1999-2000 School Accountability Report Card (SARC)

This SARC is for the 1999-2000 school year. SARCs are published late due to the fact that some of the data is not released officially from the State until April of the following year.



830 N. Capitol Avenue
San Jose, CA 95133
408.347.5000

Board of Trustees

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W.C. Overfelt High School

1835 Cunningham Avenue, San Jose, CA 95122 • 408.347.5900
Tim McDonough, Principal

Vision

Academic, Personal and Social Success for all Students.

Mission Statement

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

Expected Schoolwide Learning Results (ESLRs)

- Write, Read and Compute at Grade Level
- Think Critically to Solve a Wide Variety of Problems and Effectively Communicate the Solutions to an Audience
- Demonstrate an Awareness and Practice of Ethical, Esthetic and Community Values that Enhance the Quality of Life.

School Profile

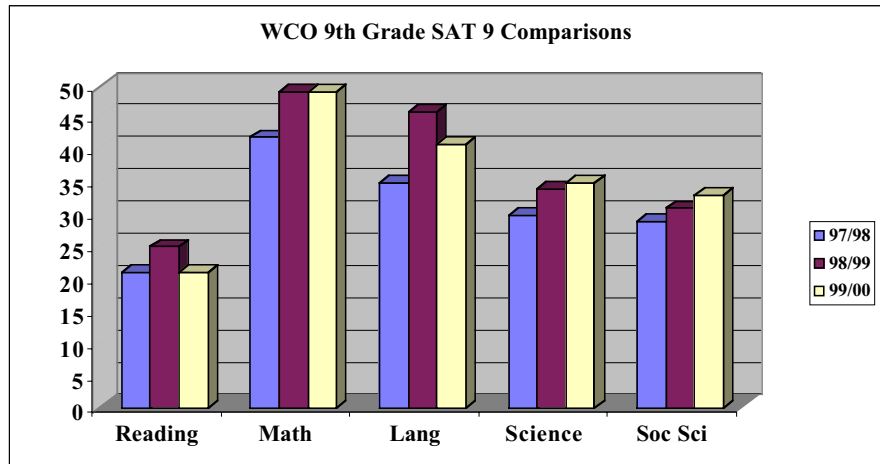
Overfelt High School serves over 1,900 students. The school takes great pride in providing students with a safe, caring learning environment. Students are provided a well rounded educational experience and encouraged to participate in school activities. The school was built in 1962 and it is the third oldest school in the district. Recent investments of Measure A funds have resulted in renovated science classrooms with latest technology, a modernized multi-purpose room, landscaped and newly painted campus and improved athletic facilities. Parents and community members are encouraged to visit the campus.

Ethnic Breakdown of Student Body 1999-2000

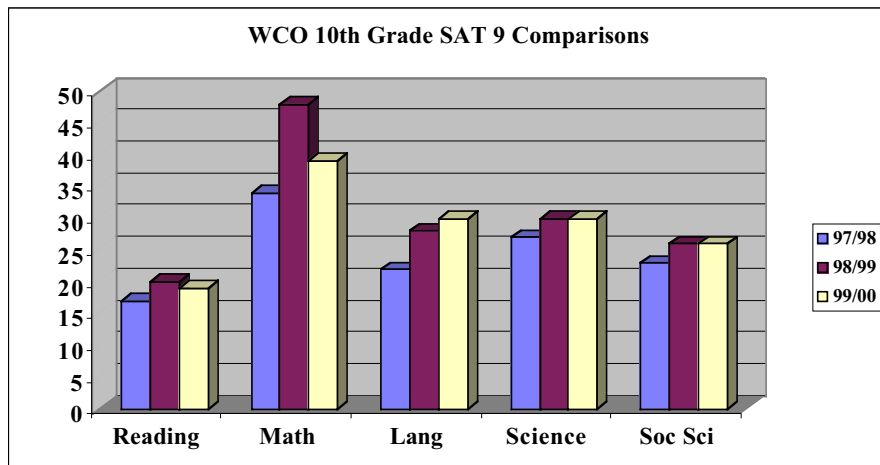
Hispanic	65.1%
Vietnamese	9.8%
Filipino	12.2%
White	2.2%
African American	2.9%
Other Asian	6.2%
American Indian	0.5%
Other	1.2%
Total	100.0%

SAT9

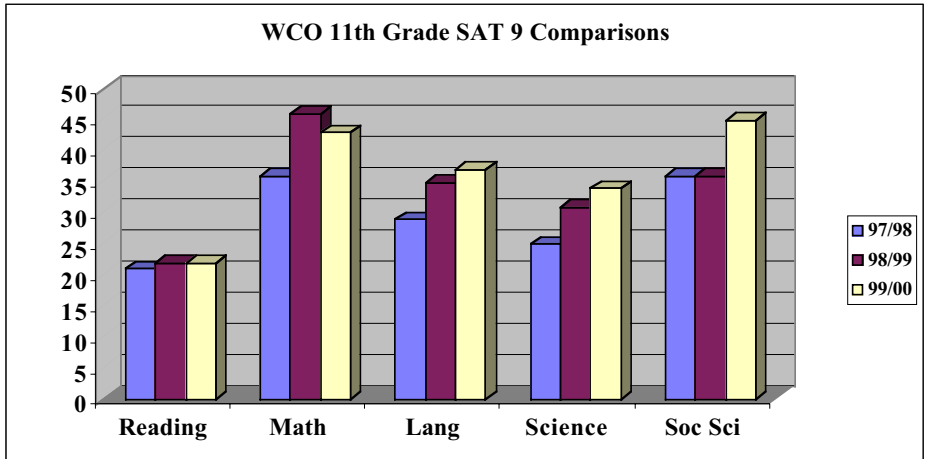
The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9). For grades 9-11, students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level. Overfelt has been awarded an Immediate Intervention Underperforming Schools Grant to develop a 3 year plan to improve their Academic Performance Index (API). W.C. Overfelt's API for 1999-2000 was 538. A 5% improvement in their API is required each year.



W.C. Overfelt's 9th grade students performed slightly better in science and social science when compared to the previous year's 9th grade class. They performed at the same level in math and slightly below the previous year's class in reading and language.



W.C. Overfelt's 10th grade students also performed slightly better in language and at the same level in science and social science when compared to the previous year's 10th grade class. They performed slightly lower in reading and math.



W.C. Overfelt’s 11 grade students performed better in language, science and social studies when compared to the previous year’s 11th grade class. Reading scores were the same as the previous year’s, but math was slightly lower.

The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who took the test.

Scholastic Aptitude Test (SAT) Scores

	97/98	98/99	99/00
Verbal			
Overfelt SAT	443	419	422
District Average	463	459	459
County Average	519	516	516
State Average	491	492	492
Math			
Overfelt SAT	481	465	466
District Average	499	494	502
County Average	557	552	558
State Average	516	513	517
% of Test Takers			
Overfelt SAT	29%	35%	31%
District Average	34%	39%	38%
County Average	47%	49%	46%
State Average	41%	40%	36%

The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The chart above compares the mean verbal and mathematics scores for W.C. Overfelt students for the past three years with the mean scores of students in the district, the state and across the nation.

Daily attendance is critical to student success. Studies prove that good grades collates with good attendance.

During the 1999-2000 school year the attendance has climbed to a steady 93.8%. We attribute the improvement to our Attendance Policy. The policy states that a student is only allowed 5 days of absence (excused or unexcused) for each of the six grading periods. With more than 5 absences, the student must make up the time before school in order to receive a passing earned grade. Some detriments that also impact the percentage are first and sixth period cuts, which are being addressed by the liaison, advisors and the associate principal who call students in

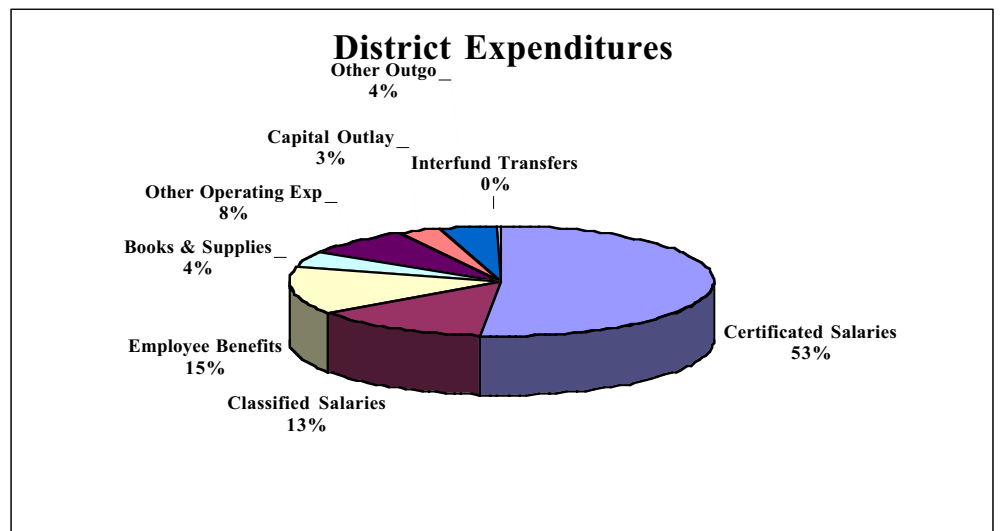
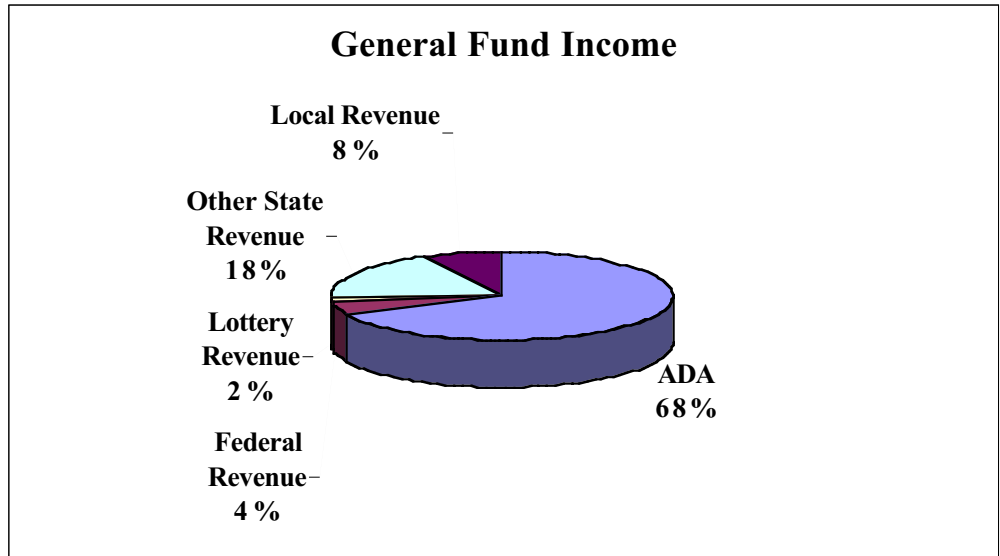
Student Achievement

School Attendance/ Dropout Rates/ Expulsions

Expenditures and Services Offered

to clear these cuts and assign detention. Detriments also include families leaving the country for vacations (sometimes long) or emergencies. The number of students who left school during the 1999-2000 school year without a transcript request was 137. This presents a dropout rate of about 7.2%. The number of students suspended during the 1999-2000 school year was 251, with 8 expelled.

In 1999-2000, the East Side Union High School District received \$162 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$7,023 per student. The graphs below illustrate district income and expenditures.



A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

W.C. Overfelt received additional funds to provide assistance to students with special needs. The following special programs are offered at the school:

- Economic Impact Aid (EIA)
- Child Care Center
- Gifted and Talented in Education (GATE)
- Advanced Placement (AP)
- Honors Program
- Adaptive Physical Education
- Career Center
- Unfinished Journey Project (San Jose State University)
- English as A Second Language Instruction
- Upward Bound
- University College Opportunity Program
- Parent Involvement Program
- Tutoring Program
- Students At Risk Program
- Partnerships with Industry
- Migrant Education Program
- Student Recognition Program
- Concurrent Adult Education Classes on Campus
- Math Engineering Science Achievement (MESA)
- Staff Development Program
- Step to College Program (San Jose State University)
- Additional Guidance and Counseling Services
- Special Services
- Speech Therapy
- Health Center
- Multi-Service Team (MST)
- East Side Electronics Academy Program
- Regional Occupational Program
- Independent Study (ISP)
- Home Instruction
- Vocational Education
- Title I
- Collaboration Schedule (Staff Development)
- Outreach Services (UC Santa Cruz, San Jose State, Local Community Colleges)
- Multicultural Program

Many things affect employee salary. Considerations that affect the salary of Educators are: the size of the district and whether it serves only high school students, elementary students, or both. Below, we look at statewide averages, ranges and ESUHSD figures.

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$35,000
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$55,542
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$68,349
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$80,336
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

Class size in the East Side Union High School District varies by subject from an average of twenty or less in reading classes, ELD, and 9th grade Opportunity classes to forty-two or less in physical education. The specific class size by subject area is established by a contractual agreement between the East Side Teachers' Association and the school district.

It is each school's responsibility to monitor class size at that site and to maintain class averages at or below the agreed upon numbers. Where class size exceeds the subject average, a monetary penalty is assessed against the school district. The typical teaching load for a full-time teacher is five classes plus a preparation period, with one to three subject level preparations. Teachers with less than a full-time contract have a proportionately lower teaching load.

Instructional Aides for ELD are provided through State and Federal Supplementary Funds to assist in Math, Sheltered Science, Sheltered World

Compensation/ Salary

Class Size and Teaching Loads

History, Sheltered Keyboarding and various ELD courses. Instructional Aides are provided through Special Education funds for all Special Education classes. The average department class size is as follows:

Department/Class Size	Department/Class Size
Art 29	Other 30
Business Education 29	Safety Education 35
Typing/Keyboard 40	Science 32
English 30	Social Science 32
Foreign Language 29	<i>Additionally, the following classes</i>
Homemaking 29	<i>average:</i>
Industrial Education 29	ELD
Mathematics 32	Language Arts 1 & 2 20
Performing Arts (Band, Choir, except for Drama) 30	Survival Skills 20
Physical Education 42	Language Arts 3 30
Reading	Bilingual/Sheltered 25

Improvement & Development . 20

The district participates in the federal and state class size reduction programs enabling all ninth grade English classes to be loaded at a ratio of 20 to 1 and 9th grade math and science at 20 to 1 or 25 to 1.

Teacher Assignments

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorizations, appropriate special credentials are obtained. For the school year of 1999-2000, there were approximately 21 teachers requiring special credentials throughout the district.

Substitute Teachers

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year. Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

Teacher Evaluation and Teaching Loads

All teachers and staff are regularly evaluated. Teachers are observed and assisted by administrators and peer coaches, who are trained to help teachers improve instruction. First year teachers are evaluated twice during the year, probationary teachers at least once, and tenured teachers at least once every two years. The overall purpose of the class visits and evaluations is to reinforce good teaching and to assist those teachers who may need improvement.

Informal classroom visitations by administrators occur regularly to maintain awareness of the quality of teaching. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

Staff Development

Teachers participate in staff development programs offered by the district and by W.C. Overfelt High School. 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.

Twenty-seven district mentor teachers and sixteen Subject Area Coordinators support teacher improvement and curriculum development.

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$40.00 and \$45.00. Students who take five required courses may have as many as 5 texts with a total value of \$200.00 plus.

New textbooks were adopted by the Board of Trustees for courses in ELD, Health and Safety Education, Foreign Language, Home Economics, and Social Science. These textbooks are being phased into schools over a two year period to replace outdated textbooks.

Textbook losses continue to be a serious district problem. Overfelt has addressed the problem by checking students off at the bookroom, school bank, and library before they are issued withdrawal papers or graduation diplomas.

Over 300 computers are available to students to enrich their academic skills, vocational training, and use of technological information systems. Computers are available in departments across the curriculum. In addition, all classes have televisions for educational communication purposes and access/use of the Media Center with laser disc equipment, VCR and computer projection devices.

William C. Overfelt High School has a number of staff who are trained to provide support systems that will assist students through their four years of high school. In addition to the services provided by the teaching and classified staff, students also are provided with a variety of support services from the following student support staff: Counselors, Advisors, Home School Liaisons, Student Activity Coordinator, Librarian, Career Center Technician, Community Mental Health Workers, Health Services Personnel, Student Assistant Program Coordinator, Academic Tutors, Multi-Service Team. The Guidance Department is staffed with 4 full-time Counselors and a Guidance Technician. Three of these staff members are bilingual. The Multi-Service Team provides students with the following counseling services: Group Guidance, Individual Academic, Personal Counseling by request, College Guidance, Career Guidance, Assistance with Academic/Social adjustment by appointment request or referral, Standardized Testing (PSAT, SAT, ACT), Scheduling of classes, Referral to Community Agencies and Academic Planning. Another support service on campus is a Comprehensive Health Center, licensed under San Jose Hospital, and staffed by health professionals whose goal is to provide a variety of health services.

W.C. Overfelt's clean and safe campus provides a positive learning environment that fosters pride for students, staff and community. The addition of trees, plants and a new fountain have made the campus more welcoming. In addition the exterior of the facility has been painted. There is a constant effort to keep the facility graffiti and litter free. A new telephone system has been installed to provide all rooms with access to phones in case of emergency. The Overfelt Safety Committee has developed a School Safety Plan and has helped to monitor its implementation. This plan addresses all aspects of safety from violence prevention to earthquake preparedness.

Overfelt has a written discipline plan that was developed by the Associate Principal of Administration and a committee of staff members. The plan is mailed home to parents at the beginning of each school year. The plan is also

Textbooks/ Instructional Materials

Technology

Counseling/ Student Services

Safety, Cleanliness of School Facilities

Classroom Discipline

issued to each teacher at the beginning of each school year to be read and reviewed with their classes on the first day of school. It is then posted in each class for reference. Teachers receive personal administrative visits any time a concern arises. Special programs have been developed by the school Discipline Team and Multi-Service Team to encourage appropriate student behavior: Peer Counseling, Health Clinic Counseling, and County Social Workers assistance. The before and after school detentions are designed to help correct student misbehavior and truancy problems. County and community guest speakers have been welcomed on campus to talk to students regarding concerns and problems when the need arises. Other programs which have been implemented include the conflict management and mediation program. Staff and students are trained by the APA as conflict mediators to assist other students to resolve conflicts in order to prevent suspension and reduce conflicts on campus. Overfelt has implemented an anti-graffiti policy (graffiti is not allowed on backpacks or clothing while on campus). Overfelt also has a student dress code that ensures that students dress appropriately for school.

Work Force Preparation

W.C. Overfelt has been aggressive in trying to integrate technology into the curriculum and all classrooms to enable students to acquire the computer skills necessary to succeed in college and the workplace. Students have access to the internet and utilize it for research purposes; many classes are offered in which students learn specific software applications. In addition, Overfelt offers programs such as Electronics Academy, Army JROTC, AVID, Puente and MESA. All of the programs focus on teaching students the skills needed to be successful in college and the workplace.

Instructional Minutes

W.C. Overfelt students attend school for 180 days for a total of 65,640 instructional minutes which exceeds the state requirement.

Superintendent Joe Coto
East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133

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