

William C. Overfelt High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). 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.

2023-24 School Contact Information

School Name	William C. Overfelt High School
Street	1835 Cunningham Ave.
City, State, Zip	San Jose, CA, 95122
Phone Number	408.347.5900
Principal	Vito Chiala
Email Address	chialav@esuhsd.org
School Website	https://williamcoverfelt.esuhsd.org/
County-District-School (CDS) Code	43694274335428

2023-24 District Contact Information

District Name	East Side Union High School District
Phone Number	(408) 347-5000
Superintendent	Glenn Vander Zee
Email Address	vanderzeeg@esuhsd.org
District Website	www.esuhsd.org

2023-24 School Description and Mission Statement

Overfelt High School has become a transformational leader in school redesign in East Side Union High School District. Over the past sixteen 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:

All students self-select into one of six small learning communities or thematic academies.

*Three Career Technical Education academies are offered on the campus Electronics (Pre-Engineering), Child Development and Education, and Digital Arts and Music. There are also four academic academies: AVID, Fiat Lux, Puente, and Global Dreamers.

* Providing resources and implementing common planning for thematic academies 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 and students with leadership and decision making responsibilities.

Overfelt is the only school in the East Side Union High School District organized schoolwide into smaller learning communities

2023-24 School Description and Mission Statement

and pathways. The student-focused mindset of the school staff, the dynamic administrative leadership, and the work of a host of service providers, has made it possible for students to create strong interpersonal connections with their teachers and pathway classmates.

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

The school offers twelve Advanced Placement courses and several upper level math and science courses. Enrollment levels in these courses indicate that more and more students are challenging themselves at the highest levels. Overfelt offers extensive acceleration and intervention programs. Incoming ninth grade students participate in a comprehensive summer bridge program that can accelerate them through one college preparatory class. Other summer enrichment and acceleration opportunities are provided for students throughout the four years of high school. There are also interventions to assist struggling students including after school tutoring, Saturday academic support, guidance counseling, and comprehensive student support services.

The William C. Overfelt campus was built in 1962, making it the third-oldest school in the district. Over the past several years, Overfelt has seen some significant changes with regard to facilities. New construction has resulted in the completion of new buildings created specifically to meet the need to organize students according to the small learning community (SLC) model. The buildings include state of the art science laboratories, classrooms that can be joined for collaborative teaching, communal meeting rooms, and state-of-the-art technology in the classrooms. Our newest building houses, music, art, theater and administration. It is the crown jewel of the campus and along with our redesigned central "quad" transforms the campus significantly.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	331
Grade 10	349
Grade 11	363
Grade 12	306
Total Enrollment	1,349

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.9%
American Indian or Alaska Native	0.2%
Asian	9.9%
Black or African American	1.6%
Filipino	2.8%
Hispanic or Latino	83.1%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	0.2%
White	0.8%
English Learners	35.9%
Foster Youth	0.1%
Homeless	6.5%
Migrant	1%
Socioeconomically Disadvantaged	66.9%
Students with Disabilities	15.3%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.30	92.52	854.6	89.1	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	3.12	16.8	1.7	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.25	22.7	2.4	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	0.78	17.8	1.9	12115.80	4.41
Unknown	1.40	2.32	0.0	0.0	18854.30	6.86
Total Teaching Positions	64.10	100.00	959.6	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.60	87.64	852.0	87.9	234405.20	84.00
Intern Credential Holders Properly Assigned	1.30	2.01	20.8	2.1	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	2.51	24.4	2.5	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	3.37	21.1	2.2	11953.10	4.28
Unknown	2.80	4.46	0.0	0.0	15831.90	5.67
Total Teaching Positions	64.60	100.00	969.1	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	1.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.50	1.10
Total Out-of-Field Teachers	0.50	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.6	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

W.C. Overfelt High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

Year and month in which the data were collected	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>English 1 – CommonLit, Inc. Grade 9, 2023 “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – CommonLit, Inc. Grade 10, 2023 “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 –MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2021 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p>	Yes	0%
Mathematics	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 AP Precalculus - "Precalculus With Limits A Graphing Approach 8e" Cengage Learning 2020, 2015 AP Calculus AB - "Calculus 11e" Cengage Learning 2018, 2014 AP Calculus BC - "Calculus 11e" Cengage Learning 2018, 2014 AP Statistics - The Practice of Statistics, Updated 6th ed: BFW; 2020 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 AP Computer Science A - Online materials Mathematical Reasoning with Connections - MRWC materials provided by CSU</p>	Yes	0%
Science	<p>NGSS Biology - The Living Earth -- CK-12 eTextbook NGSS Chemistry in Earth's System – CK-12 eTextbook NGSS Physics of the Universe - CK-12 eTextbook Physiology- Holes Essentials of Anatomy and Physiology, McGraw Hill, 2002 Forensic Science - A Hands Introduction to Forensic Science -2014 AP Biology- Biology for the AP Course - Morris et al, Bedford, Freeman, & Worth 2022 AP Chemistry- Chemistry The Central Science- Brown & Lemay AP Physics 1 - Physics AP- Cutnell and Johnson , Wiley 2012 Living Earth Essentials -CK-12 eTextbook Physical Science Essentials - CK-12 eTextbook</p>	Yes	0%
History-Social Science	<p>World History – " World History Interactive" SAVVAS 2022 US History – “United States History Interactive” SAVVAS 2022 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose” TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014</p>	Yes	0%

	AP Human Geography - AP Human Geography - "Human Geography for the AP Course " 2022 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011 Different Mirror for Young People a History 2012 Thinking About Psychology BFW 2019 "The Real World An Introduction to Sociology" Norton 2022 "Street Law" McGraw Hill 2023 "Juvenile Justice" McGraw Hill 2023		
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Overview

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

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, Measure E, and Measure A Bond funds, the school has made significant progress on 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 multimedia computer lab. Both the E and D wings completed modernization in 2013. Our most recently opened modernizations include the new "L" wing which opened in January of 2017 at the same time as Overfelt's new swimming pool. Construction is complete for Overfelt's newest project, a signature building that incorporates visual and performing arts classrooms, a theater, administration, counseling, attendance, and a redesigned central plaza. A new concessions and bathroom building near the stadium has also opened and the school has just been repainted. Modernization efforts in both the library and multipurpose room have been completed.

Maintenance Projects

Overfelt is constantly undergoing maintenance as a result of the age of many 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.

Year and month of the most recent FIT report

October 2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Found several damaged ceiling tiles, carpets needed cleaning in several classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Found propane tanks stored in two classrooms, site immediately corrected. Several fire extinguishers were blocked through the campus which were corrected.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	42	62	61	47	46
Mathematics (grades 3-8 and 11)	11	9	37	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	308	87.50	12.50	42.48
Female	160	137	85.63	14.37	47.06
Male	192	171	89.06	10.94	38.82
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	48.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	242	85.82	14.18	42.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	99	80.49	19.51	6.12
Foster Youth	--	--	--	--	--
Homeless	31	24	77.42	22.58	29.17
Military	0	0	0	0	0
Socioeconomically Disadvantaged	246	210	85.37	14.63	42.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	40	80.00	20.00	12.82

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	297	84.38	15.62	9.09
Female	160	133	83.13	16.87	7.52
Male	192	164	85.42	14.58	10.37
American Indian or Alaska Native	--	--	--	--	--
Asian	38	35	92.11	7.89	28.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	282	233	82.62	17.38	6.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	123	92	74.80	25.20	3.26
Foster Youth	--	--	--	--	--
Homeless	31	23	74.19	25.81	13.04
Military	0	0	0	0	0
Socioeconomically Disadvantaged	246	203	82.52	17.48	7.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	37	74.00	26.00	2.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.17	14.71	37.48	37.24	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	658	597	90.73	9.27	14.67
Female	316	286	90.51	9.49	14.74
Male	342	311	90.94	9.06	14.61
American Indian or Alaska Native	--	--	--	--	--
Asian	73	72	98.63	1.37	29.17
Black or African American	12	11	91.67	8.33	9.09
Filipino	17	16	94.12	5.88	37.50
Hispanic or Latino	534	477	89.33	10.67	12.26
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	216	183	84.72	15.28	1.65
Foster Youth	--	--	--	--	--
Homeless	74	63	85.14	14.86	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	470	420	89.36	10.64	14.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	102	86	84.31	15.69	2.38

2022-23 Career Technical Education Programs

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

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

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.

Digital Arts and Music (multimedia): 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	417
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.33
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	23.41

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	83.9	85.4	84.2	82.1	85.1

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent Involvement Coordinator: Ricardo Ramirez, (408) 347-6000

W.C. Overfelt values and includes all stakeholders in all facets of the educational process. To encourage parent participation, W.C. Overfelt maintains a system of open two-way communication and employs a variety of strategies to increase stakeholder communication.

Parent Community Involvement Specialist is on campus full time to advocate for the needs of parents. This includes drop in and appointment times in the Parent Community Center, weekly meetings in both English and Spanish, parent teacher conference coordination, as well as opportunities for volunteering. Our School Linked Services Coordinator provides services and resources for families.

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. In addition, the school provides courses for parents on an ongoing basis including the parent computer class, Zumba, Foothill College parent sessions, the Parent Project, and our weekly resource hour.

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.

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

2023-24 Opportunities for Parental Involvement

Canvas allows parents to look up grades and assignments, review school news, and email teachers.

School Website is updated with school information.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	12.7	9.5	10.6	7.1	5.6	5.8	9.4	7.8	8.2
Graduation Rate	75.4	86.4	76.6	89.2	90.4	87.0	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	312	239	76.6
Female	156	127	81.4
Male	156	112	71.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	34	28	82.4
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	258	194	75.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	110	66	60.0
Foster Youth	--	--	--
Homeless	46	35	76.1
Socioeconomically Disadvantaged	268	201	75.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	53	28	52.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1478	1429	535	37.4
Female	688	666	287	43.1
Male	790	763	248	32.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	3	2	66.7
Asian	143	139	21	15.1
Black or African American	22	22	8	36.4
Filipino	42	41	10	24.4
Hispanic or Latino	1229	1189	474	39.9
Native Hawaiian or Pacific Islander	24	21	14	66.7
Two or More Races	2	2	0	0.0
White	11	11	5	45.5
English Learners	549	534	212	39.7
Foster Youth	6	6	5	83.3
Homeless	153	153	74	48.4
Socioeconomically Disadvantaged	1094	1057	435	41.2
Students Receiving Migrant Education Services	14	14	9	64.3
Students with Disabilities	233	223	105	47.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.94	3.04	0.03	3.6	4.02	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.18	0.15	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.04	0
Female	2.18	0
Male	3.8	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.5	0
Native Hawaiian or Pacific Islander	8.33	0
Two or More Races	0	0
White	0	0
English Learners	4.01	0
Foster Youth	0	0
Homeless	3.92	0
Socioeconomically Disadvantaged	3.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.72	0

2023-24 School Safety Plan

The Overfelt safety plan was last updated in February 2023.

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

Protocols for safety/emergency drills

Tardy and Attendance policy

Referral process

Partnership with community agencies, City of San Jose, and other agencies and groups that offer support services

Safety team

Multi-service team

Incorporating Restorative Justice, proactive behavior supports, and alternatives to suspension

Nondiscriminatory policy on student rights and responsibilities

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	21	29	15
Mathematics	28	10	19	19
Science	28	11	23	15
Social Science	28	13	20	19

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	26	31	7
Mathematics	28	11	18	17
Science	28	8	23	15
Social Science	28	9	29	14

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	17	41	2
Mathematics	27	11	28	8
Science	25	14	28	9
Social Science	27	11	27	13

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	337.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,182	\$3,804	\$10,378	\$108,786
District	N/A	N/A	\$9,513	\$105,255
Percent Difference - School Site and District	N/A	N/A	8.7	7.7
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	44.6	14.4

Fiscal Year 2022-23 Types of Services Funded

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 Guiding Coalition, our MTSS Tier 1 Team. This professional development takes place during the summer, after school, and in weekly collaboration and Professional Learning Community (PLC) time. These efforts focus on increasing rigor, providing instructional support, and increasing students' engagement and motivation. All students enter one of six 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 MTSS Tier 1 team; Link Crew, our team of trained peer mentors; as well as an after school mentoring program operated by Bright Futures. The AVID, Puente, Advanced Academic Program, Multimedia Production, Child Development and Education, Electronics, and Global Dreamers 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 supplemented by grants and donations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,471	\$57,234
Mid-Range Teacher Salary	\$101,894	\$95,467
Highest Teacher Salary	\$130,638	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$171,239	\$173,198
Superintendent Salary	\$280,339	\$277,572
Percent of Budget for Teacher Salaries	32.81%	31.17%
Percent of Budget for Administrative Salaries	3.17%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	7
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

Professional Development

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the Common Core State Standards, district goals, and the school's vision of developing of creating Equitable Communities. 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. More than ten

Professional Development

Overfelt teachers have participated in the Yale National Initiative. Teacher Induction 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. Instructional coaches support more than ten teachers on site, and first year teachers receive specialized support from a dedicated coach. This years areas of focus are creating safe classrooms that activate student voice, focusing each course on priority standards and skills, and grading for equity.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	68	68	69