

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Overfelt (William C.) High	District Name	East Side Union High
Principal	Dino Certa	Superintendent	Esperanza Zendejas, Ed.D.
Street	1835 Cunningham Ave.	Street	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95112-	City, State, Zip	San Jose, CA 95133-1316
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School Description and Mission Statement

School Description

The staff of Overfelt High School extend an open invitation to all parents and community members to come and visit the campus. We believe in providing a well rounded educational experience for all students. Toward this effort, we provide 9th grade "acceleration to meet standards" courses in reading, language arts and mathematics, as well as courses meeting California Standards and University of California A-G requirements, and Advanced Placement classes in Spanish and Calculus.

Overfelt High School was built in 1962 and is the third oldest school in the District. With the Measure A Funds, Overfelt High School has modernized sections of the campus and the landscaping. Measure G funds will provide modernization of all classroom areas.

Overfelt is a proud member of the "Bay Area School Reform Collaborative", BASRC. Using BASRC funding, Overfelt staff meet weekly, collaboratively focusing on California standards and the incorporation of literacy strategies in all classrooms. Teachers now have information on each students' attendance each period of the day, grades for each class, state and local test results for each student—particularly in the areas of reading and math—to better plan for the needs of each student. In addition, Overfelt High School has its categorical funding to improve the academic performance and overall educational programs. The "Single Plan for Student Achievement" is aligned with school goals to improve student achievement.

Based upon the analysis of data, the school has established the following performance goals:

- Provide supportive Small Learning community for 9th grade students
- Provide college entry support through AVID, Puente, and Gear Up programs
- Provide additional counseling and guidance support for student achievement

Overfelt High School has met its AYP goals and has significantly improved its API scores, with the 2003

scores being the highest in five years. Notable gains have been made in specific sub-groups of students, especially Latino and ELL 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

- Write, Read and Compute at Standard
- 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.

Opportunities for Parental Involvement

Contact Person Name	Dino Certa	Contact Person Phone Number	408.347.5910
<ul style="list-style-type: none"> • Parents are elected to the School Site Council and may represent the school on specific district committees: Safety, Bond Oversight . . . Parent meetings focus on specific topics and student groups throughout the year, including but not limited to STAR results by grade level, grade level progress towards graduation, grade level lack of progress towards graduation and grading period progress report meetings. • Non-English speaking parents meet during and after the student school day for classes in English language and citizenship. • Parent Institute for Quality Education also provides courses for parents. 			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	425
Grade 10	416
Grade 11	444
Grade 12	425
Ungraded Secondary	19
Total Enrollment	1729

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	41	2.4	Hispanic or Latino	1,197	69.2
American Indian or Alaska Native	3	0.2	Pacific Islander	40	2.3
Asian	228	13.2	White (Not Hispanic)	41	2.4
Filipino	179	10.4	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	June 2003	Date Last Discussed with Staff	August 2003
<p>The W. C. Overfelt High School Safety Committee meets quarterly to review and discuss major issues of safety-related concerns. A meeting was held on March 22, 2004 to review the safety plan, discipline and crime report and to make recommendations for school-wide safety goals for school year 2004-2005. The plan addresses all aspects of safety including prevention, intervention, from violence prevention to natural disaster preparedness.</p>			

School Programs and Practices that Promote a Positive Learning Environment

Every August an informational packet is sent home to each student enrolled by August 1st. This packet contains information on back-to-school activities, student expectations, the discipline chart, attendance and tardy policy, dress code policy, I.D. badge requirements and photo sessions, and selected rules and policies most commonly violated by students. Students who enroll after August 1st are issued a packet by the registrar. Each teacher also receives a packet in order to stay abreast of the information sent home to parents. In addition to the informational packets sent home, W.C. Overfelt's Safety Team comprised of parents, students, classified, certificated, and management staff meets quarterly to address safety-related issues of concern to the campus climate. Suggestions for improving climate conditions are recommended and implemented. All classrooms and offices are supplied with safety and evacuation charts, emergency charts, discipline charts, and other information which provides the student and staff with an understanding of what is expected in terms of behavior or in an emergency situation. At the beginning of the school year, students are issued planners which they can use as an academic support guide, school calendar, and disciplinary expectations. The Discipline-Counseling, and Multi-Services Teams are available to encourage and promote appropriate student behavior. The Health Clinic is available to support students' needs and the LINK Crew is designed to support freshmen students. Conflict management training is offered to students in order to assist other students in resolving their minor conflicts. Mediation is also available for individuals or groups with difficult issues. The purpose of conflict management and mediation is to provide the student with appropriate alternatives to resolving their conflicts and also to reduce the number of suspensions and issues on campus. With the assistance of the District Office, W.C. Overfelt High School plans to implement a common dress or uniform dress code policy for academic school year 2004-2005.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

Science								
Proficient or Advanced	18	7	4	14	11	0	13	
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced	16	12	3	14	14	0	15	
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	15	19	32	29	31	46	44	45	43
Mathematics	40	45	37	50	53	51	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	36		52	50	25	19	55
Mathematics	29		63	53	31	26	55

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	29	34	12	30	33	1	34	
Mathematics	41	34	21	39	36	0	41	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9		23%	39%					40%	37%
10		27%	35%					40%	44%
11		18%	35%					39%	16%
12		9%	0%					25%	30%

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	27.7	23.2	31.6	23.5	20.9	25.9	24.8	23.3	26.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	100	93	95	Percent Tested	93	95	95
API Base Score	538	540	557	API Growth Score	534	550	572
Growth Target	13	13	12	Actual Growth	-4	10	15
Statewide Rank	3	2	2				
Similar Schools Rank	8	7	6				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	601	615	647	API Growth Score	611	645	682
Growth Target	10	10	10	Actual Growth	10	30	35
Filipino				Filipino			
API Base Score	639	667	658	API Growth Score	664	645	646
Growth Target	10	10	10	Actual Growth	25	-22	-12
Hispanic or Latino				Hispanic or Latino			
API Base Score	496	495	518	API Growth Score	487	511	539
Growth Target	10	10	10	Actual Growth	-9	16	21
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	524	514	560	API Growth Score	506	533	560
Growth Target	10	10	10	Actual Growth	-18	19	0

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	4	0	0
Identified for Program Improvement (Title 1)	Yes	No	No	Percent of Schools Identified for Program Improvement	25.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	Yes				
Years Identified for Program Improvement	1	2					
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	No	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements.

Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP).

Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	Yes
Filipino	---	---	N/A	---	---	Yes
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	1970	1906	1796	24577	24282	23664	1703492	1735576	1772417
Number of Dropouts	137	181	31	840	601	438	47282	47899	48454
Dropout Rate (1-year)	7.0	9.5	1.7	3.4	2.5	1.9	2.8	2.8	2.7
Graduation Rate	62.0	60.8	66.4	82.5	82.6	83.8	85.9	86.7	86.9

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

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 History, Sheltered Keyboarding and various ELD courses, Instructional Aides are provided through Special Education funds for all special Education classes. 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.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2001				2002				2003			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.79	46	45	3	23.69	42	29	9	20.68	55	35	
Mathematics	25.26	24	41	5	22.97	33	23	5	20.64	44	29	
Science	28.41	5	40	9	28.40	6	26	8	26.85	9	30	8
Social Science	25.22	17	31	7	26.92	10	29	10	26.60	11	31	5

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	100	93	91
Teachers with Full Credential (full credential and teaching in subject area)	81	72	69
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	19	20	22
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)		1	

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

W. C. Overfelt teachers meet twice per month for professional development workshops and collaborations on content standards, literacy and the use of data. Teachers share best practices and lessons with their department colleagues and schoolwide too.

Teacher Evaluations

Teachers are assessed using the California Standards for the Teaching Profession and the guidelines jointly established by the East Side Union High School District and the East Side Teachers Association. Teachers meet with administrators in small groups during their prep periods in the fall to determine their professional development plans, evaluation procedure, and cycles of inquiry around their target students, and to receive their students' data. Temporary and probationary teachers are observed and formally evaluated at least twice per year and tenured teachers are evaluated at least once every other year. All teachers are expected to establish professional development plans, goals, and cycles of inquiry. The focus of the administrator observation is around the teaching standards, reading and writing literacy and content and performance standards as well as classroom management skills. This process is being revised yearly and often within a given year to assure quality instructional practices. Because more time is spent with temporary and probationary staff, the administrators are noting the greatest growth and the demonstration of "best instructional practice" around our areas of professional development more frequently among them..

Substitute Teachers

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes.

However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	5
Librarian	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	shared
Resource Specialist (non-teaching)	1
Other	1

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
5	335.00

VII. Curriculum and Instruction

School Instruction and Leadership

- Standards provided to all teachers.
- Departments prioritize and develop course standards aligned with state standards. Departments provided "collaboration" time during school day to meet and work on standards implementation.
- Student work reviewed and results of state standards exams (STAR) reviewed to assess progress towards standards.
- School-wide observation days (5) used to observe standards implementation in classrooms.
- School leadership teams include department chairpersons, "working conditions" committee, school site council, teacher leader groups and administration.
- As a former II/USP and Bay Area School Reform Collaborative school "quality of the instructional program is regularly and routinely reviewed through formal reports and classroom observations as well as STAR results
- Individualized counseling and student scheduling conferences provide for appropriate placements in core, special needs and Advanced Placement courses.
- Teacher collaboration and training targeted standards and literacy strategies. These strategies are supported through specific programs or projects such as "Corrective Reading" and "Expressive Writing" with teams of teachers meeting and reviewing student work. All teachers have received ongoing development in literacy through "Reciprocal Teaching Strategies," Cornell note taking, vocabulary development and more.
- Data is routinely collected, entered into a sophisticated school data base and reported out to teachers at least two times a year. Teachers receive staff development training to understand and use data to improve student achievement. Teachers and other staff regularly request specific data regarding particular student groups.
- Data is used to inform students and parents regards achievement on standardized tests with stargazing presentations.
- Counselors use data to target particular under-performing student groups. Counselor contacts are entered into data base, identifying interventions while maintaining confidentiality.
- Special needs students receive specific courses in the mainstream or in special needs courses as identified in "Individual Educational Plans." Additional support is provided "Low functioning" students and students with identified "Behavioral plan" needs. IEP, are routinely updated and counseling services are provided with support of an on-site school psychologist.

English Language Learner's progress is assessed through course grades and district redesignation process. Data on these students and their progress is reported on the "R-30 Language Census" yearly report. Title I student progress is monitored through the STAR and NWEA assessments, as well as course completion and grades.

Professional Development

Teachers participate in staff development programs offered by the district and by W.C. Overfelt High School. Overfelt professional development is teacher lead and focuses on implementation of standards and literacy strategies. Bi-weekly collaboration times are dedicated to this ongoing professional development. 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 PAR program supports are provided to new teachers.

District mentor teachers and Subject Area Coordinators support teacher improvement and curriculum development. Advanced Placement College Board trainings as well as professional development literacy and standards are offered or provided to teachers.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value of \$275.00 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 with automated textbook distribution system and by checking students off at the bookroom, school bank, and library before they are issued withdrawal papers or graduation diplomas.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	67,420	64,800
10	67,420	64,800
11	67,420	64,800
12	67,420	64,800

Total Number of Minimum Days

8 days (6 including final exams)

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language	2	4	95
Mathematics	1	1	32
Science	1	2	22
Social Science			

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
7213	4621	64.1

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
300	75	25.0

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	405	387	425	5693	5590	5952	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	32.84	33.33	28.50	39.91	40.21	38.17	36.66	37.26	36.63
Average Verbal Score	408	420	417	462	453	460	492	490	494
Average Math Score	447	459	456	500	494	498	516	516	518

College Admission Test Preparation Course Program

Kaplan provides school year and summer college admission test preparation courses. On-line prep courses are also available. These cover the SAT, Act and AP exams. Also our EAOP and Gear Up partners host Saturday workshops for students too.

Degree to Which Students are Prepared to Enter Workforce

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, Aviation 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.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40336	36493
Mid-Range Teacher Salary	63749	59875
Highest Teacher Salary	81733	73992
Average Principal Salary (High)	116652	88392
Superintendent Salary	216285	149543
Percent of Budget for Teacher Salaries	38.52	38.56
Percent of Budget for Administrative Salaries	5.21	5.48

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$176840149	\$7524	\$6969	\$6719

Types of Services Funded

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 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
- 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
- MESA
- Oracle-Academy Program
- Stanford Science Project
- Grove Foundation Scholarship Program
- PIQUE-Parent Institute
- 9th Grade Small Learning Community (Camelot)
- Safety Team/Conflict Mediation
- Gear Up Program for Class of 2006
- Camelot Small Learning Community