School Accountability Report Card
Reported for School Year 2004-05
Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at http://www.cde.ca.gov/ta/ac/sa/, including a SARC Preparation Guide at http://www.cde.ca.gov/ta/ac/sa/guide.asp and Frequently Asked Questions at http://www.cde.ca.gov/ta/ac/sa/questions.asp.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Overfelt (William C.) High	**District Name**	East Side Union High
Principal	Diego Certa	**Superintendent**	Bob Nunez
Street	1835 Cunningham Ave.	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA 95122-1712	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408-347-5910	**Phone Number**	408-347-5010
FAX Number	408-347-5915	**FAX Number**	408-347-5045
Web Site	http://wo.ca.campusgrid.net/home	**Web Site**	www.esuhsd.org
E-mail Address	certad@esuhsd.org	**E-mail Address**	nunezr@esuhsd.org
CDS Code	43-69427-4335428	**SARC Contact**	

School Description and Mission Statement

Information about the school, its programs, and its goals.

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 post secondary education, compete in a changing job market, and participate in a multicultural democratic society.

Expected School wide Learning Results: ACES

Achieve success through writing, reading and computing at or above standard
Critically think to solve a wide variety of problems
Effective and appropriate use of communication
Successfully demonstrate an awareness and appreciation of ethical and community values

Overfelt High School is one of eleven comprehensive high schools in the East Side Union High School District. The school was built in 1962 and is the third oldest high school in the district. Located in San Jose's East Side Tropicana/ Mayfair neighborhoods, the school serves over 1,500 students from diverse cultural, racial, and linguistic backgrounds. The neighborhood is comprised of working class families who live in modest single family and multiple dwellings. Although a significant number of families own their own homes, the majority of Overfelt families are renters. The average family income is considerably less than the average income level for all families living in Santa Clara County. Approximately 66% of Overfelt families qualify for free and reduced lunch programs. The average educational level of Overfelt parents is tenth grade. Ninety-eight percent of Overfelt's student population is ethnic minority and is comprised of 73.6% Latino, 9.6% Asian, 9.4% Filipino, 2.8% African-American, and 2% other. Forty-two percent of Overfelt High School students are English language learners. Rich in diversity, there are more than 15 languages and cultures represented at Overfelt High School.

Because it takes a village to raise a child, the W.C. Overfelt leadership routinely involves parents, students, staff members, business partners, and community members in the education of its youth. Therefore, the staff extends an open invitation to parents and community members to come and visit the campus.

Because Overfelt High School was built in 1962, it is in great need of renovation and modernization. To accommodate these needs, recent expenditures of Measure A and G Funds have resulted in renovations of existing facilities and the construction of new classrooms.

The school takes great pride in providing students with a safe, caring learning environment. Students are provided a well-rounded educational experience and their academic programs are augmented with extra-curricular activities. To support this effort, W.C. Overfelt provides a number of programs designed to meet the educational needs of all students while providing opportunities for students to meet the University of California *a-g* requirements. For those students who would like the opportunity to take Advanced Placement classes, Overfelt offers AP classes in Spanish, Biology, Calculus, and English. As a result of
W.C. Overfelt's focus on its academic program, the school has had a 100 point growth in API over the past seven years. Moreover, notable gains have been made by our largest sub groups: English Language Learners, socio-economically disadvantaged students and our Hispanic students.

Opportunities for Parental Involvement
Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Diego Certa	Contact Person Phone Number	408-347-5910

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 ways to increase stakeholder communication. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including the results of the school evaluation process, school data, and school programs are also available to parents on the school's website and in the Principal's Newsletter, which is written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, W.C. Overfelt utilizes the district's Parent Connect website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, W.C. Overfelt High School provides a number of parent involvement opportunities. The school has an active School Site Council, a Band Parent Booster Club, and various special program groups (Electronics Academy, Camelot 9th Grade Small Learning Community, African-American Parent Group, Measure G re-Modernization Committee, English classes). To support parents, parent education classes in computer technology and parenting have been offered to interested parents. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status.

II. Demographic Information

Student Enrollment -- 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 Level	Enrollment
Kindergarten	0	Grade 9	399
Grade 1	0	Grade 10	384
Grade 2	0	Grade 11	381
Grade 3	0	Grade 12	345
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1509

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	42	2.8	Hispanic or Latino	1,110	73.6
American Indian or Alaska Native	3	0.2	Pacific Islander	36	2.4
Asian	145	9.6	White (Not Hispanic)	31	2.1
Filipino	142	9.4	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	February 2, 2006	Date Last Discussed with Staff	January 18, 2006

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 2004-2005 William C. Overfelt High School Site Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior policy
- Rules and regulations Dress code policy
- Protocols for safety/emergency drills
- Tardy policy
- Attendance policy
- Referral process
- Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- Safety team
- Multi-service team
- Nondiscriminatory policy on student rights and responsibilities

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

In order to meet the diverse needs of all of our students, W.C. Overfelt offers a multitude of school programs and practices that promote a positive learning environment. Not only do counselors, staff, and teachers provide ongoing personalized assistance to all students, but W.C. Overfelt also offers the following programs and services: AVID, Puente, Gear Up, Link Crew, Camp Anytown, African-American Achievers Program, Academic and Cultural Assemblies, Community Partnerships, Electronics Academy, Camelot 9th Grade Small Learning Community, Conflict Mediation, MSW Interns, and After School Tutors, 7th Period Mandatory After School Tutoring in math and English.

In order to develop and reinforce positive character traits, W.C. Overfelt clearly delineates expectations for student behavior at the school and in the community in its Parent/Student Handbook, which is mailed to all families and reviewed by all teachers so that students understand and are held accountable for ethical behavior. Included in the handbook is W.C. Overfelt's Sexual Harassment Policy, Anti-discrimination Policy, Family Educational rights & Policy Act, Guide for Grading, discipline Chart (indicating rule infraction consequences to ensure uniform adherence to the rules), District Policies Pertaining to Student Behavior, and W.C. Overfelt's vision, mission, and ESLRs. Moreover, all teachers incorporate their expectations for positive character traits in their "green sheets", model appropriate behaviors, and integrate character education into their curricula. In addition to the above mentioned character development resources, teachers design lessons that require students to create a vision for their future. Students are expected to establish goals, create options, and take responsibility for pursuing their goals in a global society. As part of a global society, students learn to be responsible individuals, citizens, and global partners by donating their time to improve the welfare of others (e.g., CSF, NHS, and community service; Christmas Food Drive; LINK Crew: peer counseling, etc.)

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**
Number of Suspensions	227	184	268	2109	2621	1962
Rate of Suspensions	15.1%	12.3%	17.8%	9%	11.2%	7.9%
Number of Expulsions		1	0	31	47	44
Rate of Expulsions		0.0006%	0.0%	0.1%	0.2%	0.18%

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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.

Age of School Buildings

Although the main school campus was constructed in 1962, portable buildings have been added to accommodate diverse program needs.

Maintenance and Repair

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

Modernization Projects

During the 2004-2005 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities and construct new classrooms.

School Facility Conditions—Results of Inspection and Evaluation

Mike McGaughey, Inspector

April 18, 2005

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		

Mechanical Systems		X	♦ Students report smell when heat on room B-16—Filters changed ♦ Thermostat cover missingroom M-5—cover replaced ♦ Limited ventilation room D-9 and boys team room—ventilation system to be repaired ♦ Limited heat in gym and girl's locker room—heating system to be repaired
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)		X	♦ Torn and stained carpet—carpet to be replaced ♦ Floor tiles broken or missing—floor tiles to be replaced ♦ Water stains on ceiling tiles and/or missing/broken ceiling tiles—roof to be checked and tiles to be replaced ♦ Bent or no T-bars—T-bars to be replaced ♦ Insects and dirt on window sills—Insects to be exterminated and dust to be removed ♦ Clock missing, hole in wall—wall to be patched, clock to be replaced ♦ Rot is assorted areas—rot to be removed and boards to be replaced ♦ Hazardous material—hazardous material to be removed ♦ Paint thinner under one cabinet—paint thinner to be

			removed and stored according the local ordinances
Hazardous Materials (interior and exterior)	X		
Structural Damage		X	♦ Rotted siding on facia rooms—siding to be replaced ♦ Grout missing is several areas—Grout to be replaced ♦ Water pooling under M portables—replace skirting
Fire Safety		X	♦ No fire extinguishers in 6 rooms—provide fire extinguishers ♦ No tag on fire extinguisher in one room—replace tag ♦ Fire extinguisher not mounted—mount fire extinguisher ♦ Expired fire extinguisher—replace fire extinguisher ♦ High shelves not secure in library—bolt shelves to the wall ♦ Exit light out in one room—replace light ♦ Cracked concrete stairs and loose handrail in one area—repair concrete and stabilize handrail ♦ Cut off pipe bollard—repair pipe bollard

Electrical (interior and exterior)		X	♦ Some lights out in 8 rooms—replace light bulbs ♦ Panel blocked in one room—remove blockage ♦ Photo cell hanging in one room—secure photo cell ♦ Exposed wires in 3 rooms—replace wires ♦ Missing outlet cover in one room—replace outlet cover ♦ Floor outlet tripping hazard—provide cover ♦ Water in diffusers in 4 rooms—replace diffusers ♦ Broken or missing diffusers in 8 rooms—replace diffusers
Pest/Vermin Infestation		X	♦ Some insets on one window sill—exterminate insects
Drinking Fountains (inside and outside)		X	♦ Leaky faucet in one room—repair faucet ♦ Broken fountain—repair fountain
Restrooms		X	♦ Broken or missing soap dispenser—replace or repair soap dispenser ♦ Paper towels missing in labs—provide paper towels ♦ Air hand dryers not working—repair air hand dryer ♦ Toilet not flushing properly—repair toilet ♦ Showers leaking, mildew, rust—repair showers, remove mildew and rust
Sewer	X		

Playground/School Grounds		X	♦ Missing payers between D & E buildings—provide payers ♦ Wind screens missing or torn at tennis courts—replace and/or repair wind screens ♦ Backboards broken on outside basketball back stop—repair backboard ♦ Holes in plywood fencing—patch holes
Other		X	No information provided by the County

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency 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.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005

English-Language Arts	16	18	20	31	33	38	35	36	40
Mathematics	11	12	16	17	16	19	35	34	38
Science	12	12	11	21	20	23	27	25	27
History-Social Science	14	16	19	25	27	31	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	12	*	36	33	16	17	44
Mathematics	0	*	24	24	15	4	20
Science	7	*	22	20	9	0	21
History-Social Science	18	*	48	23	14	5	42

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	16	24	7	19	1	20
Mathematics	17	16	13	16	2	15
Science	13	10	7	11	2	6
History-Social Science	19	20	6	20	1	21

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	32	34		46	47	27	43	43	41
Mathematics	37	38		51	53	47	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing

period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *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
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	39.9	37.0	42.4	32.6	31.3	33.8	26.7	25.8	27.5

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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API -- Schoolwide
Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	**2003**	**2004**		**From 2002 to 2003**	**From 2003 to 2004**	**From 2004 to 2005**
Percent Tested	95	95	96	**Percent Tested**	95	96	97
API Base Score	557	571	601	**API Growth Score**	572	595	622
Growth Target	12	11	10	**Actual Growth**	15	24	21
Statewide Rank	2	2	3				
Similar Schools Rank	6	5	7				

API -- Racial and Ethnic Subgroups
Data reported are API Base and Growth scores and growth targets.

API Base Data		API Growth Data	

	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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	647	695	734	**API Growth Score**	682	717	727
Growth Target	10	9	8	**Actual Growth**	35	22	-7
Filipino				**Filipino**			
API Base Score	658	661		**API Growth Score**	646	704	
Growth Target	10	9		**Actual Growth**	-12	43	
Hispanic or Latino				**Hispanic or Latino**			
API Base Score	518	536	567	**API Growth Score**	539	561	597
Growth Target	10	9	8	**Actual Growth**	21	25	30
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 -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	560	560	600	**API Growth Score**	560	594	608
Growth Target	10	9	8	**Actual Growth**	0	34	8

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code*, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	Yes	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1

Year Exited Program Improvement	2002-2003	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	5.6

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	1,796	1,729	1,501	23,664	24,332	24,469	1,772,417	1,830,903	1,876,927
Number of Dropouts	31	14	36	438	737	982	47,871	58,189	61,253
Dropout Rate (1-year)	1.7	0.8	2.4	1.9	3.0	4.0	2.7	3.2	3.3
Graduation Rate	66.4	78.5	80.8	83.8	89.6	86.6	87.0	86.7	85.3

VII. 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 size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003 Avg. Class Size	2003 Number of Classrooms 1-20	2003 Number of Classrooms 21-32	2003 Number of Classrooms 33+	2004 Avg. Class Size	2004 Number of Classrooms 1-20	2004 Number of Classrooms 21-32	2004 Number of Classrooms 33+	2005 Avg. Class Size	2005 Number of Classrooms 1-20	2005 Number of Classrooms 21-32	2005 Number of Classrooms 33+
K												
1												
2												

3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

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	2003				2004				2005			
	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	20.7	55	35		20.9	54	31		23.9	34	32	5
Mathematics	20.6	44	29		24.2	22	27	4	23.7	32	20	8
Science	26.9	9	30	8	26.3	8	25	5	30.6	2	15	15
Social Science	26.6	11	31	5	27.3	7	21	8	29.6	1	25	8

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K			
1			
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	87.8
All Schools in District	88.2
High-Poverty Schools in District	0.0

Low-Poverty Schools in District	88.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	91	80	74
Teachers with Full Credential	69	63	52
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	1	2	4
Pre-Internship	0	0	2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	21	15	16
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners.* For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	2.7	1.6
Master's Degree plus 30 or more semester hours	10.8	17.9
Master's Degree	24.3	15.1
Bachelor's Degree plus 30 or more semester hours	44.6	51.6
Bachelor's Degree	16.2	13.5
Less than Bachelor's Degree	1.4	0.3

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations are made at the discretion of school administrators. The overall purposed of the class visits and evaluations is to reinforce good teaching practices and to assist teachers who may need improvement. The Administration promotes an open door policy and maintains a good rapport with the teaching staff.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during their preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

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 equal one FTE.

Title	FTE
Counselor	4.0
Library Media Teacher (Librarian)	1.0
Psychologist	1.0

Social Worker	1.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0.2
Other	4.0

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 equal 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
4.0	377.3

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

William C. Overfelt High School continues to make strides in addressing student achievement. As part of the school's efforts to improve student achievement, the school focused on a number of goals informed by data that included scores on API, CAHSEE, NWEA, CELDT, student course achievement, and other local indicators of success. The result of the analysis of data was a school action plan focused on student achievement. Driven by guidelines and developmental plans and support from WASC, IIUSP BASRC and categorical funding, Overfelt High School pursued an aggressive action plan that accomplished the following goals.

- Alignment of curriculum instruction and materials to content and performance standards
- Alignment of staff development activities to standards, assessed student performance and professional needs
- Providing support in Literacy/reading, Writing, and Mathematics by utilizing general and categorical funding sources
- Use of State and local assessments to modify instruction and improve student achievement
- Support for student learning that includes family, school, district and community resources: i.e. counseling, 9th grade Small Learning Community support, Healthy Start/Counseling Center and collaboration with community agencies.

The implementation of these school-wide initiatives has resulted in:

- 5 years of STAR testing improvement
- Improvement of English skills for second language students
- Overfelt High School performed better than 2/3 of all Title 1 like high schools in California
- All four major sub groups- Latino, Asian, Filipino, and Socio-economic Disadvantaged showed significant gains over 5 years.
- Overfelt High School is no longer identified as an "under-performing" school
- Students in the 9th grade Small Learning Community have achieved success as measured by grade point average in the first semester of 2004-05

Because we are committed to supporting all students to achieve our standards, we regularly collect data regarding students' academic achievement and survey all stakeholders to determine their needs, satisfaction, and input regarding current services and programs. Based upon the collected data, a team of representative stakeholders, including students, teachers, parents, community, and social service agencies personnel regularly examine the causes, consequences, and interrelationships between these needs so that we can design strategies that address the endogenous needs of all of our students.

Predicated upon these multiple data sources, we have modified curriculum and instructional strategies to address the needs of all students, including, but not limited to: academic, social and emotional support for students who are at-risk and our special needs students; linguistically and culturally responsive academic support for our Limited English Proficiency and diverse student population; IEP-specific strategies to support the needs of our special needs students; health, mental health, and social support for our lowincome youth; and enhanced programs for our gifted and talented (GATE) population.

Led by a dynamic team of dedicated and hard working school leaders, Overfelt High School has developed strategies for continuing student success that include:

- Accelerate 9th and 10th grade achievement via Small Learning Communities
- Increase AP placement opportunities
- Effective allocation of resources to support student success
- Expand community partnerships to provide services to students
- Increase the number of students eligible for post-secondary education

The administrative leadership team consists of Diego Certa, Principal, Vito Chiala, Associate Principal of Educational Development, and Victor Maestas, Associate Principal of Attendance and Student Services. However the entire staff, students, parents, and community are valued partners in the governance and decision-making processes. Because W.C. Overfelt is a community collaborative, it offers its families, staff, students, and community a wide variety of options for contributing to the success of the school. Not only do parents and community representatives serve on School Site Council, but they also represent W.C. Overfelt on the District Advisory Committee, the District English Learner Advisory Committee, District Safety Committee, and District Bond Oversight Committee. Moreover, W.C. Overfelt's governance structure invites and values the multidimensional input provided by its stakeholders. As a former Bay Area School Reform Collaborative (BASRC) member, W.C. Overfelt has adopted a datadriven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement and is implementing data-driven instruction by making data readily available to all teachers. Since the current data system is cumbersome and difficult to access, the District invested in a data management system, called the "Cruncher". Easily accessible and simple to use, the "Cruncher" allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance and guide their efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. The Cruncher also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Cruncher information regarding criterion-referenced test performance (STAR, SAT, CAHSEE, ACT , CELDT, AP tests, etc.), dropout data, college entrance and success data, district assessments (Northwest Evaluation Association—NWEA) and writing samples, suspension, referral, and attendance data, student work samples, authentic assessment data from project-based, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, observations of student performance, and technology proficiency assessments are used to measure whether all students are meeting the standards.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. W.C. Overfelt has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA, PAR 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 twice per month so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators.. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved
Mathematics	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved
Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved

History-Social Science	All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the SBE and Board of Trustees approved

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	As of March 10, 2005, sufficient books for student issue
Mathematics	As of March 10, 2005, sufficient books for student issue
Science	As of March 10, 2005, sufficient books for student issue
History-Social Science	As of March 10, 2005, sufficient books for student issue
Foreign Language	As of March 10, 2005, sufficient books for student issue
Health	As of March 10, 2005, sufficient books for student issue
Science Laboratory Equipment (grades 9-12)	As of March 10, 2005, insufficiencies were being filled

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	N/A	50,400
4	N/A	54,000
5	N/A	54,000
6	N/A	54,000
7	N/A	54,000
8	N/A	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	**State Requirement**
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

A total of 37 minimum days were scheduled for school year 2004-05. These days were utilized for staff collaboration time and meetings.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various 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 Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts			
Computer Science			
English	1	1	34
Foreign Language	2	3	94
Mathematics	1	1	17
Science	1	2	34
Social Science	1	1	25

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission

6070	3900	64.3

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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
286	83	29.0

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	425	400	345	5952	5927	6212	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	28.5	24.8	24.9	38.2	34.5	36.5	36.7	35.3	35.9
Average Verbal Score	417	412	434	460	469	473	494	496	499
Average Math Score	456	456	467	498	506	509	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Overfelt High School provides college admission test preparation through a collaborative effort with local colleges and universities, private test preparation programs and community agencies. In addition, the school's guidance department and college preparation programs such as AVID and PUENTE provide students with necessary college admission test preparation

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Technology is integrated in most curriculum areas to enhance instruction and provide opportunities for students to participate in project-based assignements that not only add depth and complexity to assignments, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in computer labs on campus.

Students have access to the internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to present their work using technology. In addition, Overfelt High School offers programs such as Electronics Academy, Aviation Academy, Business Communications, Graphic Design, Yearbook, Army JROTC, CCOC, Work Experience, that teach students the skills needed to be successful in college and the workplace.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 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

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,151	$36,464
Mid-Range Teacher Salary	$67,570	$61,925
Highest Teacher Salary	$83,384	$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$97,157
Average Principal Salary (High)	$119,105	$109,001

Superintendent Salary	$215,000	$158,638
Percent of Budget for Teacher Salaries	37.4	38.1
Percent of Budget for Administrative Salaries	4.9	5.2

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	**District**	**State Average For Districts In Same Category**	**State Average All Districts**
Total Dollars Expended	**Dollars Expended Per Student (ADA)**	**Dollars Expended Per Student (ADA)**	**Dollars Expended Per Student (ADA)**
$181,110,162	$7,348	$7,007	$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to receiving a General Fund budget that provides for the normal day to day operational expenses of the school, Overfelt High School received categorical funds that provided supplemental funding for identified and specific needs of the school. The school's general fund and categorical budget provided for supplemental services and programs in the following areas:

- GATE (gifted and talented)
- EIA-(counseling, assessment and instructional services for second language learners)
- Title II (improvement of teacher quality, staff development)
- Professional Development
- Electronics Academy Grant(provide services and programs to identified academy staff and Students
- Healthy Start (mental health counseling and services to all students)
- Safe School Initiative (support for programs that ensure school safety)
- AP Challenge Grant (provide support for students enrolled in AP courses)
- Ed Tech (provide support to maintain school web page)
- School Safety (State monies to provide equipment, personnel and programs that ensure school safety)
- Small Learning Community Grant (SLC)-(provide resources to create and implement a small learning community plan)
- MAA (provide funds to employ social work interns in the Healthy Start Mental Health facility
- SB813 Counseling (provide supplemental counseling for targeted 10th grade at risk students
- UCSC Partnership School Grant (provide supplemental counseling and student services to increase the number of under-represented minority students attending post-secondary institutions.
- Title I (provide supplemental services to address student academic performance primarily in Math, Reading) Provide general academic support services to students that include guidance, counseling, administrative, and materials, equipment and supplies