

East Side Union High School District presents...

A Report to the W.C. Overfelt Community

1996-1997

School • Accountability • Report Card

W.C. Overfelt High School 1835 Cunningham Avenue San Jose, CA 95122 (408) 259-0540 FAX (408) 272-4908 Principal: Mr. Bernardo N. Olmos
 EMail: <http://wconet.esuhdsd.org> Superintendent: Mr. Joe Coto

MISSION STATEMENT and GOALS

“All Students can and will learn in a safe, caring, and challenging academic environment”

- to provide equal educational opportunity to ensure that students master basic skills,
- to help students value themselves and develop positive self-esteem,
- to help students understand ethical and moral responsibilities,
- to help students gain admission to and benefit from post-secondary education,
- to help students succeed as productive workers and to become responsible citizens in a technological, culturally diversified society and changing world,
- to help students develop and enhance their artistic and aesthetic abilities,
- to help students to become lifelong learners,
- to provide the staff with opportunities to learn about technology and the latest research on successful teaching and learning techniques,
- to continue expanding the delivery of counseling, social, and health services,
- to have parents participate in an ongoing, dynamic parental involvement program.

SCHOOL FACILITIES and SAFETY

Overfelt was built in 1962. The buildings are designed for a capacity of 1,847. Because the student population increases each year, the school has added 16 new portable classrooms. The maintenance staff does an outstanding job of keeping the classrooms and campus clean and attractive, even though they are understaffed. A safe campus is the goal of every person affiliated with Overfelt High School.

An in-house suspension center assists students in developing conflict resolutions skills building self-esteem, clarifying values, developing responsibility skills: (attendance, punctuality, homework completion and cooperation), and developing written contracts (personal and positive goals). The program operates through a partnership between the community agency, San Jose Educational Services and Overfelt High School.

A Student Assistance Program is in place to assist students with such problems as drug, alcohol, cigarette, sexual and physical abuse. We continue to provide student peer counseling and health clinic assistance. Lunch time extracurricular activities are provided such as volleyball, D.J. music, comedy skits, weight training, BBQ's, football, and basketball to keep students engaged in positive activities.

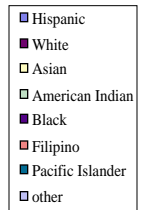
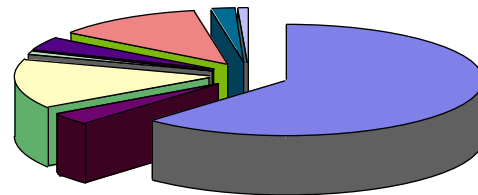
A school safety team composed of: attendance secretaries, a health clerk, administrators, school advisors, school liaisons, teachers, custodians and San Jose Police Officers (campus security) works together to provide supervision during the day. The team has a walkie-talkie base station in the attendance office so that good communication is always accessible. There also is an emergency telephone in the attendance office where all staff members know the extension number. This phone is only used for dire emergencies if you need immediate help. The safety team objective is to always provide a safe school environment with a theme of Overfelt being a family with respect for each other.

PURPOSE: The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November, 1988. Local school boards must issue a report card for each school under their jurisdiction. The report card provides parents and community members with information about the school—its resources, its successes, and the areas where it needs improvement.

TRADUCIDOS: Sequiere una copia de este documento traducido en español, por favor llame a este numero 259-0540.

STUDENT POPULATION

Hispanic	62.9%
Vietnamese	9.8%
Filipino	12.4%
White	3.5%
Black	3.7%
Other Asian	5.1%
American Indian	0.82%
Other	1.78%



The student enrollment at William C. Overfelt is 1,960 (10/96). The ethnic composition of the student population is illustrated above. 47% of the students are limited-English-speakers. A large number of these students receive language instruction in English as a second language (ELD) classes while others receive special attention based on a Bilingual Individual Learning Plan (BILP).

Nine percent of the school's students are Special Education students, many of whom attend regular school classes.

LOCATION

William C. Overfelt High School is one of ten comprehensive high schools in the East Side Union High School District, San Jose, California. Included within its attendance area are the Reid-Hillview Airport, East-ridge Shopping Center complex, and the Lake Cunningham County Park.

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

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CLASS SIZE and TEACHING LOADS

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 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 average department class size is as follows:

DEPARTMENT/CLASS SIZE	DEPARTMENT/CLASS SIZE
Art 29	Other30
Business Education 29	Safety Education..... 35
Typing/Keyboard..... 40	Science..... 32
English..... 30	Social Science..... 34
Foreign Language 29	<i>Additionally, the following</i>
Homemaking..... 29	<i>classes average:</i>
Industrial Education 29	ELD
Mathematics 32	Language Arts 1 & 2 20
Performing Arts (Band,	Survival Skills..... 20
Choir, Drama excepted) 30	Language Arts 3 30
Physical Education 42	Bilingual/Sheltered 25
Reading	
Improvement & Development.20	

All ninth grade Math, Science and English classes were loaded at a ratio of 25 to 1.

TRAINING and CURRICULUM IMPROVEMENT

The staff development program at Overfelt High School was part of the general staff development program of the East Side Union High School District general plan. Overfelt's plan stressed the importance of on-going improvement of professionalism, communication skills, improvement of teaching styles and approaches, and to provide departmental and interdepartmental time in order to collaborate and to meet the challenges of our diverse student population. The "staff development" plan consisted of two major components—"Classified Staff Development", and "Certificated Staff Development".



The Classified Staff Development plan focused on the following objectives:

1. To improve and enhance computer skills and other clerical skills.
2. To improve communication skills
3. To enhance and improve the professionalism of classified staff

The Certificated Staff Development plan focused on the following objectives:

1. To improve staff understanding of various teaching styles and strategies.
2. To build continuity into the staff development program by pulling the focus areas from previous staff development training.
3. To allow staff to meet weekly to improve curriculum, teaching strategies and integration of curriculum.

TEXTBOOKS and INSTRUCTIONAL MATERIALS



All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$35.00 and \$40.00. Students who take five required courses may have as many as 5 texts with a total value of \$175.00.

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

Textbook losses continue to be a serious district problem: Overfelt has addressed the problem by requiring students to make payments before they are issued new books, also checking out at the bookroom, school bank, and library before they are issued withdrawal papers or graduation diplomas.

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

TEACHER EVALUATION and PROFESSIONAL IMPROVEMENT

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

Informal classroom visitations by administrators occur regularly to maintain awareness of the quality of teaching. The administrative team completed 103 formal teacher evaluations. The Administration promotes an open door policy and maintains good rapport with the teaching staff.

Teachers participate in staff development programs offered by the district and by W.C. Overfelt High School. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education.

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

SUBSTITUTE TEACHERS

Finding and hiring qualified substitute teachers is a problem at all East Side high schools. The need for substitutes varies with the day of the week and the time of year.

Coupled with teacher absences for illness and personal necessity, there are special professional growth activities that require teachers to be absent from their classes. These special activities may include teacher training workshops or subject area conferences.

When the need for substitutes exceeds the supply, the regular classroom teachers are called upon to fill in for their colleagues during their preparation period.

Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Every effort is made to minimize teacher absences.

TEACHERS' ASSIGNMENTS

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorization, appropriate special credentials are obtained.

For the school year of 1996-97 there were approximately 10 teachers requiring special credentials throughout the district.

QUALITY OF INSTRUCTION and LEADERSHIP

W.C. Overfelt High School is part of the K-12 partnership with Joint Venture: Silicon Valley and Alum Rock Union Elementary School District. The partnership is called a K-12 "Vertical Slice" of the two districts focused on improving student achievement in the area of literacy. Overfelt is working with three elementary schools and one middle school that feeds into the high school. It is a minimum of a three year partnership starting in the 1995-96 school year.

William C. Overfelt High School offers an extensive and versatile curriculum. Students attending our school can expect to receive the highest quality of education, in all areas of academic interest and personal need.

In 1988 the school received two of the most prestigious educational awards that can be given to any school in California, the California School Board Golden Bell Award and the State of California Department of Education Distinguished High School Recognition Award.

William C. Overfelt has received national and state awards for an outstanding yearbook and band. Our extracurricular programs provide a variety of clubs, an active and effective student government, and a very successful athletic program. Our distinguished student mathematics team placed first in the ESUHSD annual spring mathematics contest.

Besides many honors and advanced placement classes, our curriculum contains courses for students with special needs. These include special courses for students who do not speak English, are limited speakers of English, and students who need remedial instruction in basic skills.

Our clean and safe campus provides a positive learning environment that fosters pride for our students, staff, and community.

William C. Overfelt is fortunate to have an outstanding staff dedicated and committed to providing our students the very best education. We pride ourselves on being leaders in the use of computers and technology in all curriculum areas. As mentioned earlier, the staff is involved in many professional development workshops. Staff development inservice days provide teachers quality time to improve curriculum and study successful models and techniques of instruction.

The Overfelt staff is involved in the School Effectiveness Program, which requires teachers to develop strategies for improving the school based on the results of an extensive survey given to parents, students, and staff.

Strong and effective school leadership is provided by a highly qualified and experienced management team composed of the principal, three associate principals, a student activities director, and a head counselor. The management team and the department chairpersons are responsible for making and maintaining William C. Overfelt as an outstanding high school, a good place for students to be, and a source of community pride.

The school applied for three grants and one was funded. This represents approximately \$125,000 in additional revenues for the school.

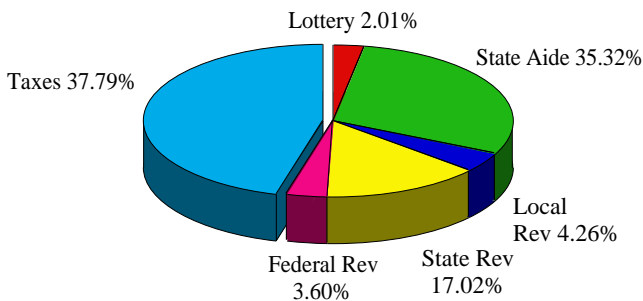
Overfelt High School went through the Western Association of Schools and Colleges (WASC) accrediting process in 1993-94. The school received a six year accreditation. This is the maximum number of years awarded to a high school.

EXPENDITURES and SERVICES OFFERED

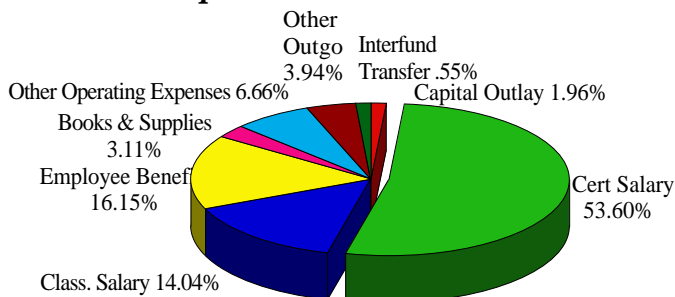
In 1996-97 the East Side Union High School District received \$121 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$5,536 per student. The graphs below illustrate district income and 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.

General Fund Income



District Expenditures



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

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

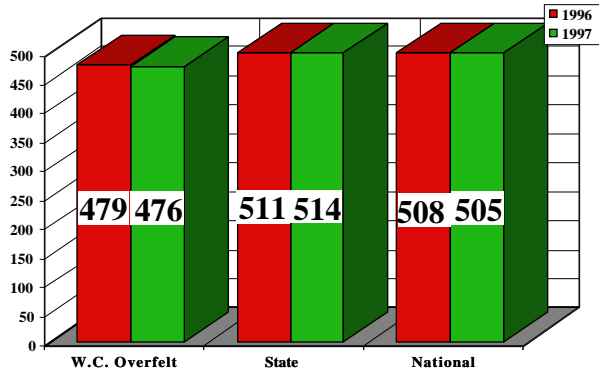
Compensation / Salary

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

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD
Beginning Teacher's Salary	\$27,896	\$23,273-\$34,662	\$27,723
Midrange Teacher's Salary	\$45,863	\$39,666-\$54,562	\$48,119
Highest Teacher's Salary	\$55,196	\$48,244-\$61,207	\$59,215
School-Site Principal's Salary	\$79,461	\$67,575-\$92,903	\$77,356
District Superintendent's Salary	\$106,594	\$85,112-\$131,300	\$110,088

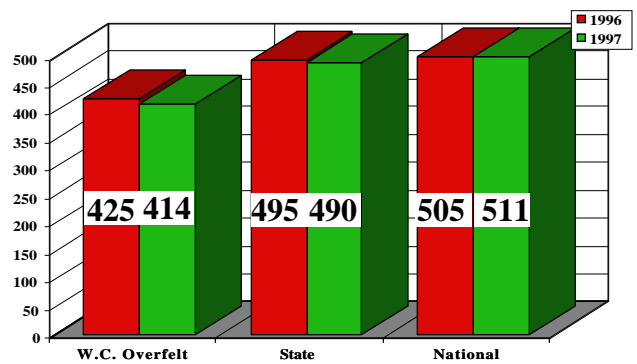
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who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

SCHOLASTIC APTITUDE TEST MATH SCALE SCORES



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. In the mathematics section of the SAT, the W.C. Overfelt students who gave permission to have their scores reported to their school averaged a scale score of 476 in 1997. This represents a decrease of 3 points from the previous year. The graph above compares the mean mathematics scores for W.C. Overfelt attained in 1996 and 1997 with those attained by students across the state and across the nation.

SCHOLASTIC APTITUDE TEST VERBAL SCALE SCORES



In 1996 W.C. Overfelt students volunteering their scores averaged a verbal scale score of 414, a decrease of 11 points over the scores reported for their counterparts the previous year. The graph above compares the mean verbal scores for W.C. Overfelt attained in 1996 and 1997 with those attained by students across the state and across the nation.

ATTENDANCE and DROPOUT RATES

Daily attendance is critical to student success. Studies prove that good attendance often results in good grades.

During the 1996-97 school year the attendance has climbed to a steady 93-94%. We attribute the improvement to our Attendance Policy. The policy states that a student is only allowed 5 days of absence (excused or unexcused) for each of the six grading periods. With more than 5 absences, the student must make up the time before school in order to receive a passing earned grade. Some detriments that also impact the percentage are first and six period cuts, which are being addressed by liaisons, advisors and associate principal who call students in to clear these cuts and assign detention. Detriments also include family vacations (sometimes long) and emergencies.



W.C. Overfelt's attendance monitoring system notifies parents when students are absent by means of direct phone calls, a computerized phone calling system and by sending a letter home to parents. Absences are also noted on the 6 grading period report cards. Liaison staff make home visits when students have missed 5 days (the limit allowed per grading period) of school and/or when phone contacts are unsuccessful.

The number of students who left school during the 1996-97 school year without a transcript request was 181. This presents a dropout rate of about 9.2%.

CLASSROOM DISCIPLINE and CLIMATE FOR LEARNING

Overfelt has a written discipline plan that was developed by the Associate Principal of Administration and a committee of staff members. The plan is mailed home to parents at the beginning of each school year. The plan is also issued to each teacher at the beginning of each school year to be read and reviewed with their classes on the first day of school. It is then posted in each class for reference. Teachers receive personal administrative visits anytime a concern arises. Special programs have been developed by the school to encourage appropriate student behavior: Peer Counseling, Health Clinic Counseling, and County Social Workers assistance. The before and after school detentions are designed to help correct student misbehavior and truancy problems. The addition of the Student Assistance Program has originated with a positive flavor, with total staff support. County and Community guest speakers have been welcomed on campus to talk to students regarding concerns and problems when the need arises.

Overfelt has implemented an anti-graffiti policy (graffiti is not allowed on backpacks or clothing while on campus). Overfelt also has a student Dress Code which ensures that students dress appropriately for school.

COUNSELING and STUDENT SUPPORT SERVICES: 1996 -1997

William C. Overfelt High School has a number of staff who are trained to provide support systems that will assist students through their four years of high school. In addition to the services provided by the teaching and classified staff, students also are provided with a variety of support services from the following student support staff: Counselors, Advisors, Home School Liaisons, Student Activity Coordinator, Librarian, Career Center Technician, Community Mental Health Workers, Health Services Personnel, Student Assistant Program Coordinator, Academic Tutors, Multi-Service Team.

The Guidance Department is staffed with 4 full-time Counselors and a Guidance Technician. Four of these staff members are bilingual.

The department provides students with the following counseling/guidance services: Group Guidance, Individual Academic, Personal Counseling by request, College Guidance, Career Guidance, Assistance with Academic/Social adjustment by appointment request or referral, Standardized Testing (PSAT, SAT, ACT), Scheduling of classes, Referral to Community Agencies by and Academic Planning.

Another support service on campus is a Comprehensive Health Center, licensed under San Jose Hospital, and staffed by health professionals whose goal is to provide a variety of health services.

