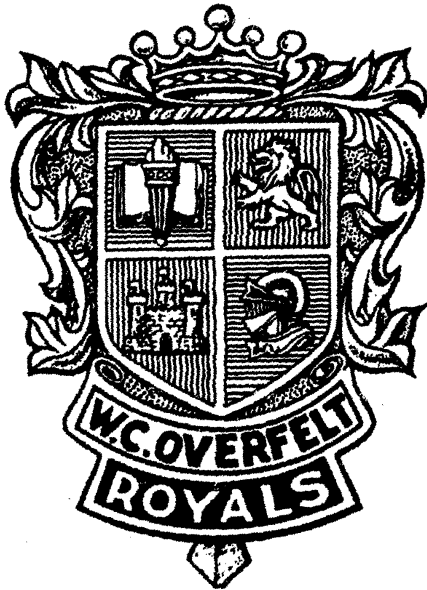


# **W.C. Overfelt High School**

1835 Cunningham Avenue, San Jose, CA 95122 • 408.347.5900  
Bernardo N. Olmos, Principal



830 N. Capitol Avenue  
San Jose, CA 95133  
408.347.5000

### **Board of Trustees**

David Cortese, President  
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### **Superintendent**

Joe Coto

## **Vision**

Academic, Personal and Social Success for all Students.

## **Mission Statement**

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

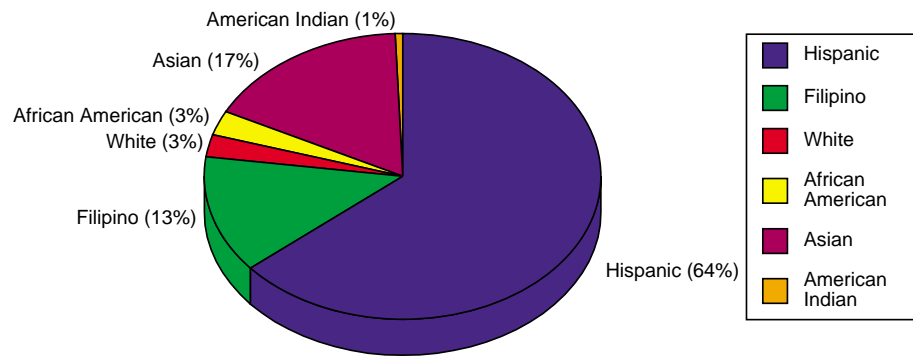
## **Expected Schoolwide Learning Results (ESLRs)**

- Write, Read and Compute at 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.

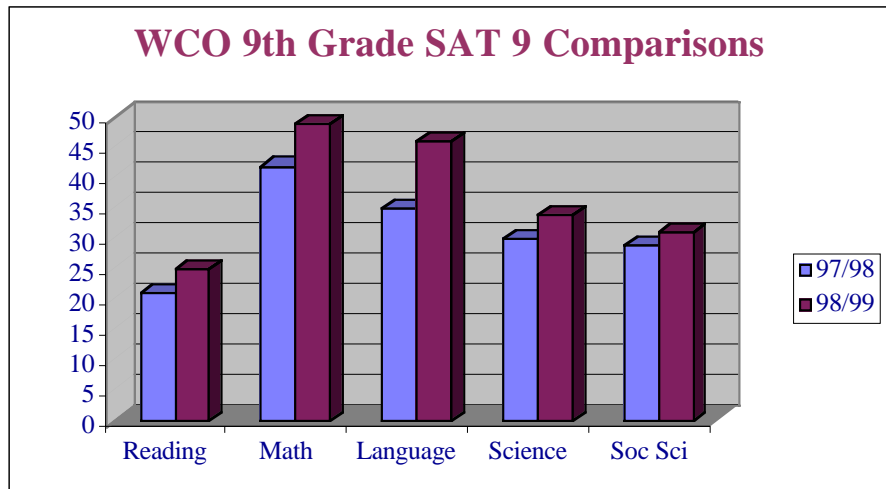
## **School Profile**

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

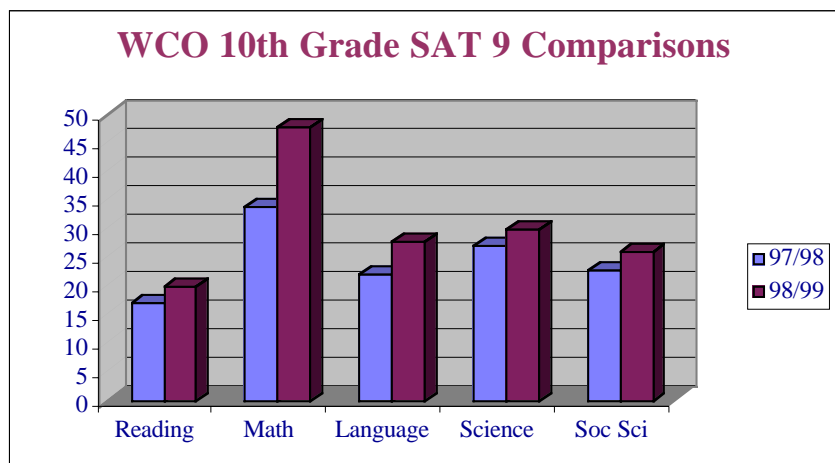
## Ethnic Breakdown of Student Body



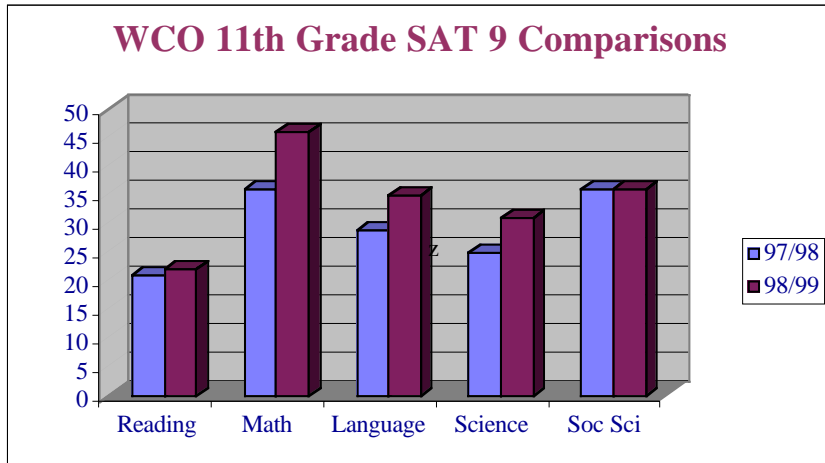
**SAT9** The State of California now requires schools to test all students using the Stanford Achievement Test version 9 (SAT-9). For grades 9-11, students are tested in reading, language, mathematics, science and history/social science. The SAT9 test is designed to compare student performance against a national sample of students at the same grade level.



W.C. Overfelt's 9th grade students performed better in every subject area when compared to the previous year's 9th grade class.



W.C. Overfelt's 10th grade students also performed better in all subject areas when compared to the previous year's 10th grade class. Gains in math were especially impressive.

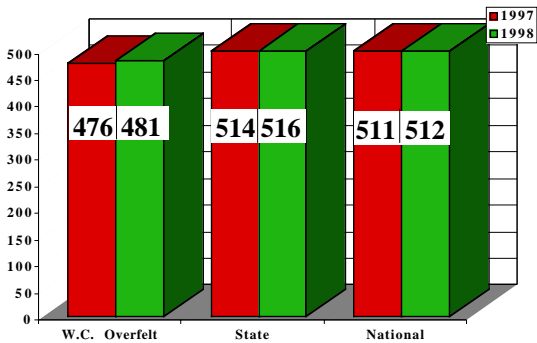


W.C. Overfelt's 11 grade students performed better in most subject areas when compared to the previous year's 11th grade class. Again, math gains were significant.

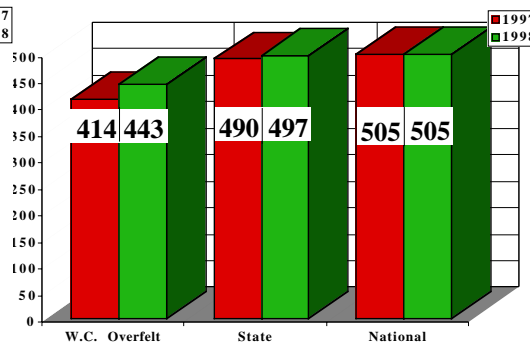
The Scholastic Aptitude Test (SAT) is a voluntary 2 1/2 hour test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students. The College Board reports the number of students from each school who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

### Scholastic Aptitude Test

#### Math Scale Scores



#### Verbal Scale Scores



The College Board reports the average scale scores of students who gave permission to release those scores to their schools. The graph above compares the mean mathematics scores for W.C. Overfelt attained in 1997 and 1998 with those attained by students across the state and across the nation.

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

During the 1998-99 school year the attendance has climbed to a steady 92.5%. We attribute the improvement to our Attendance Policy. The policy states that a student is only allowed 5 days of absence (excused or unexcused) for each of the six grading periods. With more than 5 absences, the student must make up the time before school in order to receive a passing earned grade. Some detriments that also impact the percentage are first and sixth period cuts, which are being addressed by the liaison, advisors and the associate principal who call students in to clear these cuts and assign detention. Detriments also include families leaving the country for vacations (sometimes long) or emergencies.

## Student Achievement

## School Attendance/ Dropout Rates/ Expulsions

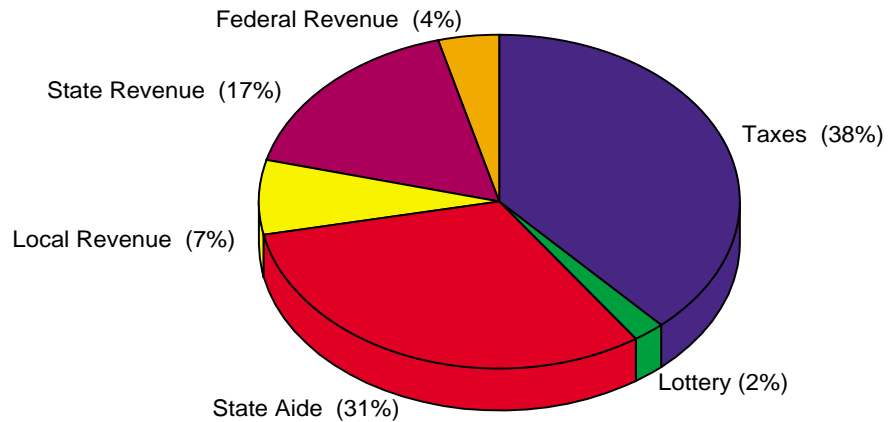
## Expenditures and Services Offered

W.C. Overfelt's attendance monitoring system notifies parents when students are absent by means of direct phone calls, or a letter which is sent home to parents. The computerized phone calling system was implemented the last week of May. Automated telephone calls are now made each evening. Absences are also noted on the 6 grading period report cards. The Liaison makes home visits when students are chronically absent from school and/or when phone contacts are unsuccessful.

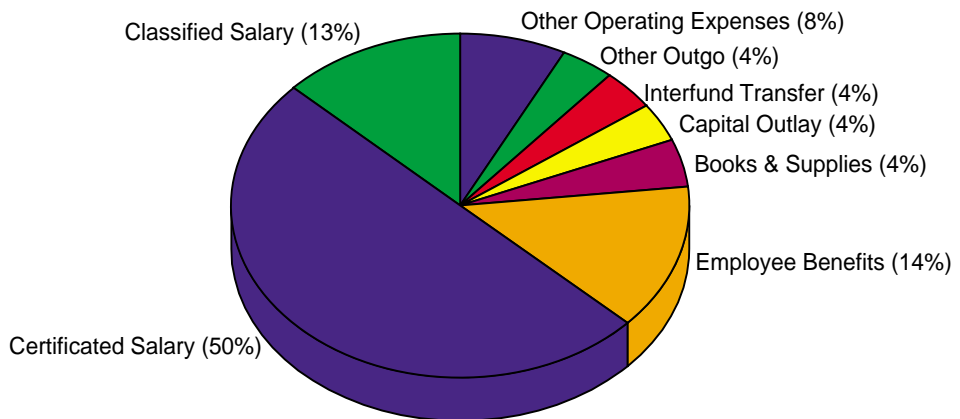
The number of students who left school during the 1998-99 school year without a transcript request was 149. This presents a dropout rate of about 7.6%. The number of students suspended during the 1998-99 school year was 362, with 6 expelled.

In 1998-99, the East Side Union High School District received \$146 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$6,646 per student. The graphs below illustrate district income and expenditures.

### —General Fund Income—



### —District 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:

- 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 University)
- 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 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)
- Home Savings of America Career Awareness Program
- Child Care Center
- Outreach Services (UC Santa Cruz, San Jose State, Local Community Colleges)

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

	STATE-WIDE AVERAGE	STATE-WIDE RANGE	ESUHSD AVERAGE
Beginning Teacher's Salary	\$30,652	\$27,309-\$37,130	\$30,351
Midrange Teacher's Salary	\$50,676	\$41,540-\$59,852	\$52,607
Highest Teacher's Salary	\$60,962	\$53,428-\$69,300	\$64,827
School-Site Principal's Salary	\$86,783	\$68,065-\$109,091	\$84,673
District Superintendent's Salary	\$117,436	\$90,436-\$138,395	\$121,033

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

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

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

## Compensation/ Salary

## Class Size and Teaching Loads

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

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

Improvement & Development . 20

**All ninth grade English classes were loaded at a ratio of 20 to 1 under the auspice of the state's class size reduction program. Additionally 9th grade math or science was reduced to 20 to 1 or 25 to 1.**

## Teacher Assignments

California law requires that teachers be assigned to classes only within their area of credential authorization. Where it is necessary to make assignments outside of current credential authorizations, appropriate special credentials are obtained. For the school year of 1998-99, there were approximately 4 teachers requiring special credentials throughout the district.

## Substitute Teachers

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

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

## Teacher Evaluation and Teaching Loads

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

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

## Staff Development

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

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

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$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 checking students off at the bookroom, school bank, and library before they are issued withdrawal papers or graduation diplomas.*

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

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

W.C. Overfelt's clean and safe campus provides a positive learning environment that fosters pride for students, staff and community. The addition of trees, plants and a new fountain have made the campus more welcoming. In addition the exterior of the facility has been painted. There is a constant effort to keep the facility graffiti and litter free. A new telephone system has been installed to provide all rooms with access to phones in case of emergency.

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

## **Textbooks/ Instructional Materials**

## **Technology**

## **Counseling/ Student Services**

## **Safety, Cleanliness of School Facilities**

## **Classroom Discipline**

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

## **Work Force Preparation**

**W**.C. Overfelt has been aggressive in trying to integrate technology into the curriculum and all classrooms to enable students to acquire the computer skills necessary to succeed in college and the workplace. Students have access to the internet and utilize it for research purposes, many classes are offered in which students learn specific software applications.

In addition, Overfelt offers programs such as Electronic Academy, Army JROTC, AVID, Puente and MESA. All of the programs focus on teaching students skills needed to be successful in college and the workplace.

## **Instructional Minutes**

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

Superintendent Joe Coto  
East Side Union High School District  
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San Jose, CA 95133

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