School Accountability Report Card
School Year 2000-2001

School Information		District Information	
School Name	Overfelt (William C.) High	**District Name**	East Side Union High
Principal	Tim McDonough	**Superintendent**	Joe Coto
Street	1835 Cunningham Ave.	**Street**	830 N. Capitol Ave.
City, State, Zip	San Jose, CA	**City, State, Zip**	San Jose, CA 95133-1316
Phone Number	408.347.5900	**Phone Number**	408.347.5000
FAX Number	408.347.5915	**FAX Number**	408.347.5045
Web Site	http://wconet.esuhsd.org	**Web Site**	http://www.esuhsd.org
Email Address	mcdonought@esuhsd.org	**Email Address**	guerinl@esuhsd.org
Enrollment	1906	**SARC Contact**	Lorraine Guerin
Grades Served	9 - 12	**CDS Code**	43-69427-4335428

School Description and Mission Statement

School Description

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.

Mission Statement

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

Expected Schoolwide Learning Results

- Write, Read and Compute at Grade Level
- Think Critically to Solve a Wide Variety of Problems and Effectively Communicate the Solutions to an Audience
- Demonstrate an Awareness and Practice of Ethical, Esthetic and Community Values that Enhance the Quality of Life.

Opportunities for Parental Involvement

Contact Person Name	Tim McDonough	Contact Person Phone Number	408.347.5910

- Parents are elected to the School Site Council and may represent the school on specific district committees: Safety, Bond Oversite . . . Parent meetings focus on specific topics and student groups throughout the year, including but not limited to STAR results by grade level, grade level progress towards graduation, grade level lack of progress towards graduation and grading period progress report meetings.

- Non-English speaking parents meet during and after the student school day for classes in English language and citizenship.

- Parent Institute for Quality Education also provides courses for parents.

I. Demographic Information

Student Enrollment
The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	39	2.0	Hispanic or Latino	1241	65.1
American Indian or Alaska Native	4	0.2	Pacific Islander	45	2.4
Asian-American	303	15.9	White (Not Hispanic)	45	2.4
Filipino-American	229	12.0	Other	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	June 2001	Date Last Reviewed with Staff	August 2001

The Overfelt Safety Committee has developed a School Safety Plan and has helped to monitor its implementation. This plan addresses all aspects of safety from violence prevention to earthquake preparedness.

School Programs and Practices that Promote a Positive Learning Environment

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, student planners also include information on support and disciplinary expectations. Teachers receive personal administrative visits any time a

concern arises. Special programs have been developed by the school Discipline Team and Multi-Service Team to encourage appropriate student behavior: Link Crew Peers, 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. Conflict management and mediation program trainings for students and services to students and families are available. 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 that ensures that students dress appropriately for school

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	1999	**2000**	**2001**	**1999**	**2000**	**2001**
Suspensions (number)	362	251	157	2862	2549	2101
Suspensions (rate)	19%	13%	8%	11%	10%	9%
Expulsions (number)	9	8	1	22	74	31
Expulsions (rate)	0.5%	0.4%	0.1%	0.1%	0.3%	0.1%

School Facilities

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.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests 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 standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts (ELA) (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	---	---	15	---	---	27	---	---	28
10	---	---	15	---	---	27	---	---	31
11	---	---	14	---	---	24	---	---	29

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	12	17	1	25	6	15	0
10	13	16	1	23	14	15	0
11	15	15	0	23	14	15	0

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
9	17	14	16	32	30	32	34	35	35
10	15	15	13	30	26	28	33	34	34
11	16	16	16	29	29	29	35	36	37

Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	1999	**2000**	**2001**	**1999**	**2000**	**2001**	**1999**	**2000**	**2001**
9	45	49	42	54	57	56	48	51	51
10	47	39	38	55	46	47	44	46	45
11	45	42	39	52	48	47	45	47	46

Stanford 9 Subgroups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Subgroups - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	16	16	2	27	11	16	
10	14	12	1	21	13	13	
11	19	14	1	25	13	18	

Stanford 9 Subgroups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
9	44	40	27	55	52	42	
10	37	40	20	51	42	36	
11	42	36	16	51	43	36	

Stanford 9 Racial/Ethnic Groups (More than 10 Students Per Grade Level with Test Results)

Stanford 9 Racial/Ethnic Groups - Reading
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			23	29	11	21	36	
10	00		16	28	11			
11			18	25	13			

Stanford 9 Racial/Ethnic Groups - Mathematics
Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9			75	70	31	38	57	
10	38		57	57	30			
11			63	53	28			

Local Assessment
All incoming 9th graders are given reading and language tests in the fall and spring using the Northwest Evaluation Level Assessment. The average scores of all students for fall and spring are listed below.

Reading		
Fall	**Spring**	**Growth**
213	217	4

Language		
Fall	**Spring**	**Growth**
214	219	5

California Fitness Test
Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	37.6	31.7	43.3	18.2	14.7	22.8	23.0	20.6	25.4

SAT I
The SAT I Reasoning Test, formerly known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Grade 12 Enrollment	375	439	405	5,199	5,632	5,693	334,852	347,813	357,789
Percentage of Grade 12 Enrollment Taking Test	34.70	31.21	32.84	38.50	37.73	39.91	36.50	36.45	36.63
Average Verbal Score	419	422	408	459	459	462	492	492	492
Average Math Score	465	466	447	494	502	500	513	517	516

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% of the distance between its base API and 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 monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.
Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.
Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.
Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).
Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at Error! Hyperlink reference not valid. **or by speaking with the school principal**

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	91	100	93	**Percentage Tested**	100	93	---
Base API Score	523	538	540	**Growth API Score**	527	534	553
Growth Target	14	13	13	**Actual Growth**	4	-4	---
Statewide Rank	2	3	2	**Eligible for Awards**	No	No	---
Similar Schools Rank	8	8	7	**Eligible for II/USP**	Yes	Yes	---

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Asian-American				**Asian-American**			
Base API Score	596	601	615	**Growth API Score**	590	611	625
Growth Target	11	10	10	**Actual Growth**	-6	10	---
Filipino-American				**Filipino-American**			
Base API Score	606	639	667	**Growth API Score**	613	664	677
Growth Target	11	10	10	**Actual Growth**	7	25	---
Hispanic or Latino				**Hispanic or Latino**			
Base API Score	480	496	495	**Growth API Score**	480	487	505
Growth Target	11	10	10	**Actual Growth**	0	-9	---

Data is not available by subgroup for the following ethnic groups because of the small number of students at this school: African-American, American-Indian or Alaska Native, Pacific Islander and White (Not Hispanic). Data is not reported.

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score	486	524	514	Growth API Score	508	506	524
Growth Target	11	10	10	Actual Growth	22	-18	---

IV. School Completion (Secondary Schools)

Dropout Rate and Graduation Rate
Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

	School			District			State		
	1998	1999	2000	1998	1999	2000	1998	1999	2000
Enrollment (9-12)	1,944	1,954	1,970	23,802	24,259	24,577	1,610,501	1,659,030	1,703,492
Number of Dropouts	237	149	137	1,375	1,098	840	47,306	46,470	47,282
Dropout Rate	12.2	7.6	7.0	5.8	4.5	3.4	2.9	2.8	2.8

V. Class Size

Average Class Size and Class Size Distribution
Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Subject	1999				2000				2001			
	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+	Avg	1-22	23-32	33+
English	26.6	11	61	4	25.6	33	39	10	22.8	46	45	3
Mathematics	26.4	15	42	10	25.1	33	25	14	25.3	24	42	5
Science	27.0	7	45	5	31.3	2	25	21	28.4	5	40	9
Social Science	30.5	4	33	13	29.0	4	31	13	25.7	17	31	8

VI. Teacher and Staff Information

Teacher Credential Information

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

	1999	2000	2001
Total Number of Teachers	96	94	100
Full Credential (fully credentialed and teaching in subject area)	85	80	81
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	14	17	19
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

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 1999-2000, there were approximately 21 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.

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% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	**5.00**
Librarian	**1.00**
Psychologist	**1.00**
Social Worker*	**0.00**
Nurse**	**1.00**
Speech/Language/Hearing Specialist	**1.00**
Resource Specialist (non-teaching)	**4.00**
Other	**5.00**

*Social Services are provided through the Healthy Start Center.

**Two school nurses serve the entire District and W. C. Overfelt has an additional nurse in the Health Clinic.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
5.00	**356.2**

VII. Curriculum and Instruction

School Instruction and Leadership

- Standards provided to all teachers.

- Departments prioritize and develop course standards aligned with state standards. Departments provided "collaboration" time during school day to meet and work on standards implementation.

- Student work reviewed and results of state standards exams (STAR) reviewed to assess progress towards standards.

- School-wide observation days (2 minimum, 4 maximum) used to observe standards implementation in classrooms.

- School leadership teams include department chairpersons, "working conditions" committee, school site council, ad how teacher leader groups and administration.

- As an II/USP and Bay Area School Reform Collaborative school "quality of the instructional program is regularly and routinely reviewed through formal reports and classroom observations as well as STAR results

- Individualized counseling and student scheduling conferences provide for appropriate placements in core, special needs and Advanced Placement courses.

- Teacher collaboration and training targeted (II/USP) standards and literacy strategies. These strategies are supported through specific programs or projects such as "Corrective Reading" and University of California "Subject A Writing Preparation" with teams of teachers meeting and reviewing student work. All teachers have received at least basic staff development in literacy through "Reciprocal Teaching Strategies."

- Data is routinely collected, entered into a sophisticated school data base and reported out to teachers at least three times a year. Teachers receive staff development training to understand and use data to improve student achievement. Teachers and other staff regularly request specific data regarding particular student groups.

- Data is used to inform students and parents regards achievement on standardized tests.

- Counselors use data to target particular under-performing student groups. Counselor contacts are entered into data base, identifying interventions while maintaining confidentiality.

- Special needs students receive specific courses in the mainstream or in special needs courses as identified in "Individual Educational Plans." Additional support is provided "Low functioning" students and students with identified "Behavioral plan" needs. IEP, are routinely updated and counseling services are provided with support of an on-site school psychologist.

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

Professional Development

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

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

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between $40.00 and $60.00. Students who take five required courses may have as many as 5 texts with a total value of $200.00 plus.

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

Textbook losses continue to be a serious district problem. Overfelt has addressed the problem with automated textbook distribution system and by checking students off at the bookroom, school bank, and library before they are issued withdrawal papers or graduation diplomas.

Instructional Minutes (School Year 2000-2001)

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

Grade Level	Instructional Minutes Offered	State Requirement
9 - 12	65,317	64,800

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

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

Subject	Number of Classes	Enrollment
Fine and Performing Arts	0	0
Computer Science	0	0
English	1	13
Foreign Language	2	97
Mathematics	1	20
Science	1	17
Social Science	0	0

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses	Number of Pupils Enrolled In Courses Required For UC and/or CSU Admission	Percentage of Pupils Enrolled In Courses Required For UC and/or CSU Admission
11233	7156	63.71

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

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements For UC and/or CSU Admission
322	69	21.43

College Admission Test Preparation Course Program

Kaplan provides school year and summer college admission test preparation courses. On-line prep courses are also available. These cover the SAT, Act and AP exams.

Degree to Which Students are Prepared to Enter Workforce

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

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

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)
Average Salary uses the statewide data category used for comparison by type and size of district (from
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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	**$35,000**	**$32,642**
Mid-Range Teacher Salary	**$55,387**	**$52,535**
Highest Teacher Salary	**$68,349**	**$63,470**
Average Principal Salary	**$86,580**	**$91,297**
Superintendent Salary	**$140,019**	**$125,774**
Percentage of Budget for Teacher Salaries	**41.5**	**39.1**
Percentage of Budget for Administrative Salaries	**4.5**	**5.0**

Expenditures (Fiscal Year 1999-2000)

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	**Dollars per Student (ADA)**	**Dollars per Student (ADA)**	**Dollars per Student (ADA)**
$150,357,626	**$6,204**	**$5,843**	**$5,705**

Types of Services Funded

In 2000-2001, the East Side Union High School District received $189 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended $8,069 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

W.C. Overfelt received additional funds to provide assistance to students with special needs. The following special programs are offered at the school:
Economic Impact Aid (EIA)
Child Care Center
Gifted and Talented in Education (GATE)
Advanced Placement (AP)
Honors Program
Adaptive Physical Education
Career Center
Unfinished Journey Project

English as A Second Language Instruction
Upward Bound
University College Opportunity Program
Parent Involvement Program
Tutoring Program
Students At Risk Program
Partnerships with Industry
Migrant Education Program
Student Recognition Program
Concurrent Adult Education Classes on Campus
Math Engineering Science Achievement (MESA)
Staff Development Program
Step to College Program (San Jose State University)
Additional Guidance and Counseling Services
Special Services
Speech Therapy
Health Center (San Jose State University)
Multi-Service Team (MST)
East Side Electronics Academy Program
Regional Occupational Program
Independent Study (ISP)
Home Instruction
Vocational Education
Title I
Collaboration Schedule (Staff Development)
Outreach Services (UC Santa Cruz, San Jose State, Local Community Colleges)
Multicultural Program