

## School Accountability Report Card School Year 2001-2002

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 95112-	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	wo.esuhdsd.org	Web Site	www.esuhdsd.org
Email Address		Email Address	guerini@esuhdsd.org
CDS Code	43-69427-4335428	SARC Contact	Lorraine Guerin

### School Description and Mission Statement

#### School Description

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

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

Overfelt is a proud member of the "Bay Area School Reform Collaborative", BASRC. Using BASRC funding and a 7 period day student schedule, Overfelt staff meet weekly, collaboratively focusing on California standards and the incorporation of literacy strategies in all classrooms. Teachers now have information on each students' attendance each period of the day, grades for each class, state and local test results for each student—particularly in the areas of reading and math—to better plan for the needs of each student. Although Overfelt High School has not met its California state testing improvement target, API, scores have increased each year, with the 2002 scores being the highest in five years. Notable gains have been made by Limited English Proficient and socioeconomically disadvantaged students, as well as our large Hispanic population, overall.

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

## I. Demographic Information

### Student Enrollment, by Grade Level

Grade Level	Enrollment
Grade 9	446
Grade 10	494
Grade 11	455
Grade 12	387
Ungraded Secondary	14
Total	1796

### Student Enrollment, by Ethnic Group

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	44	2.4	Hispanic or Latino	1,196	66.6
American Indian or Alaska Native	2	0.1	Pacific Islander	34	1.9
Asian-American	256	14.3	White (Not Hispanic)	46	2.6
Filipino-American	218	12.1	Other	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	June 2002	Date Last Discussed with Staff	August 2002
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

<p>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 <u>posted</u> 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.</p> <p>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.</p>
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### Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's 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		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	251	157	198	2549	2101	2109
Suspensions (rate)	13%	8%	11%	10%	9%	9.3%
Expulsions (number)	8	1	1	74	31	31
Expulsions (rate)	.4%	.1%	.1%	.3%	.1%	.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 California 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). **Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.**

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

#### CST - English Language Arts

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

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	15	17	---	27	32	---	28	33
10	---	15	17	---	27	30	---	31	33

11	---	14	17	---	24	28	---	29	31
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**CST - Mathematics**

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

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	5	---	---	17	---	---	21
10	---	---	7	---	---	15	---	---	21
11	---	---	8	---	---	13	---	---	18

**CST - Science**

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

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	6	---	---	7	---	---	22
10	---	---	14	---	---	22	---	---	26
11	---	---	9	---	---	18	---	---	25

**CST - History/Social Science**

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

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	---	---	11	---	---	22	---	---	24
10	---	---	9	---	---	19	---	---	24
11	---	---	22	---	---	23	---	---	31

**CST - Subgroups - English Language Arts**

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

Grade	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically	Migrant Education
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Level						Disadvantaged	Services
9	14	20	3	31	18	17	
10	15	18	2		12	18	15
11	16	16	1		20	15	5

#### CST - Subgroups - Mathematics

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	8	4		11	7	6	
10	10	4	3		5	8	
11	10	5	5		10	7	

#### CST - Subgroups - Science

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	11	10	2	19	11	10	
10	13	6	1		6	12	
11	26	19	4		25	21	

#### CST - Subgroups - History/Social Science

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	11	10	2	19	11	10	
10	13	6	1		6	12	3
11	26	19	4		25	21	16

#### CST - Racial/Ethnic Groups - English Language Arts



9	9		30	12	8			
10			24	18	6		21	
11	17		29	39	17			

#### Stanford 9 (SAT 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	14	16	21	30	32	33	35	35	34
10	15	13	17	26	28	31	34	34	34
11	16	16	19	29	29	30	36	37	37

#### SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	49	42	50	57	56	60	51	51	52
10	39	38	40	46	47	50	46	45	46
11	42	39	44	48	47	48	47	46	47

#### SAT 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	20	23	3	36	24	20	
10	18	15	2	27	13	19	9
11	22	15	2	26	18	19	21



**SAT 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	53	46	30	66	52	48	
10	48	32	27	49	39	41	33
11	49	39	25	53	47	43	26

**SAT 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			40	23	17			
10			25	25	12		50	
11	10		21	36	15			

**SAT 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	60		75	66	42			
10			59	62	32		50	
11	33		65	59	36			

**California Fitness Test**

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

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

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	33.3	29.7	36.5	23.4	20.2	27.0	22.7	21.0	24.6



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-American				Asian-American			
API Base Score	596	601	615	API Growth Score	590	611	645
Growth Target	11	10	10	Actual Growth	-6	10	30
Filipino-American				Filipino-American			
API Base Score	606	639	667	API Growth Score	613	664	645
Growth Target	11	10	10	Actual Growth	7	25	-22
Hispanic or Latino				Hispanic or Latino			
API Base Score	480	496	495	API Growth Score	480	487	511
Growth Target	11	10	10	Actual Growth	0	-9	16
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
API Base Score	486	524	514	API Growth Score	508	506	533

Growth Target	11	10	10	Actual Growth	22	-18	19
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#### API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

\*\*\*The II/USP Program was not funded for the year 2002.

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's Performance Award	NO	YES	YES	Recognition for Achievement (Title 1)			
Eligible for II/USP	NO	YES	YES	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	YES	YES	Exited Title 1 Program Improvement			
Received II/USP \$	NO	YES	YES				

## IV. School Completion (Secondary Schools)

#### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.*

#### Dropout Rate and Graduation Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: 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		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
Enrollment (9-12)	1954	1970	1906	24259	24577	24282	1659030	1703492	1735576
Number of Dropouts	149	137	181	1098	840	601	46470	47282	47899
Dropout Rate	7.6	7.0	9.5	4.5	3.4	2.5	2.8	2.8	2.8

## V. Class Size

### 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	2000				2001				2002			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+
English	25.57	33	39	10	22.79	46	45	3	23.69	42	29	9
Mathematics	25.06	33	25	14	25.27	24	42	5	22.94	34	23	5
Science	31.31	2	25	21	28.41	5	40	9	28.12	7	26	8
Social Science	28.98	4	31	13	25.22	17	31	7	26.92	10	29	10

## 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.

	2000	2001	2002
<b>Total Number of Teachers</b>	94	100	93
<b>Full Credential</b> (full credential and teaching in subject area)	80	81	72
<b>Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	17	19	20
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			1

### 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

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

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

#### Counselors and Other Support Staff

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

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

\* W.C. Overfelt has a social worker from the county on the campus to assist students and families in need.

\*\* There are two nurses in the district who serve all schools.

#### 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	359.20

## 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 \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value of \$275.00 plus.

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

***Textbook losses continue to be a serious district problem. Overfelt has addressed the problem with automated textbook distribution system and by checking students off at the bookroom,***

*school bank, and library before they are issued withdrawal papers or graduation diplomas.*

**Instructional Minutes**

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

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	64,476	64,800
10	64,476	64,800
11	64,476	64,800
12	64,476	64,800

**Total Number of Minimum Days**

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**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 include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language	2	4	106
Mathematics	1	1	21
Science	1	1	17
Social Science			

**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
7213	4621	64.1

#### 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
321	79	24.6

#### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Grade 12 Enrollment	439	405	387	5632	5693	5590	347813	357789	365907
Percentage of Grade 12 Enrollment Taking Test	31	33	33	38	40	40	36	37	37
Average Verbal Score	422	408	420	459	462	453	492	492	490
Average Math Score	466	447	459	502	500	494	517	516	516

#### 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 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts. (Note: 2001-02 data was not available at this time.)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38833	35124
Mid-Range Teacher Salary	62560	57212
Highest Teacher Salary	77200	71349
Average Principal Salary (High)	102401	99782
Superintendent Salary	199132	138750
Percentage of Budget for Teacher Salaries	39.01	38.23
Percentage of Budget for Administrative Salaries	5.33	5.12

Expenditures (Fiscal Year 2000-2001) (Note: 2001-02 data was not available at this time.)

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)
\$173,933,670	\$7,385	\$6,534	\$6,360

### Types of Services Funded

In 2001-2002, the East Side Union High School District received \$200 million. When costs for direct instruction, transportation, salaries, fringe benefits, food services and facilities maintenance are considered, the district expended \$8,375 per student. The graphs below illustrate district income and expenditures.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter

the work force or further their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

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

- Economic Impact Aid (EIA)
- Child Care Center
- Gifted and Talented in Education (GATE)
- Advanced Placement (AP)
- Honors Program
- Adaptive Physical Education
- Career Center
- 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