

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Overfelt (William C.) High	District Name	East Side Union High
Principal	Diego Certa	Superintendent	
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		Phone Number	
FAX Number		FAX Number	
Web Site		Web Site	
E-mail Address		E-mail Address	
CDS Code	43-69427-4335428	SARC Contact	

School Description and Mission Statement

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

Opportunities for Parental Involvement

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

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	342
Grade 1	0	Grade 10	387
Grade 2	0	Grade 11	372
Grade 3	0	Grade 12	400
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1502

Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	43	2.9	Hispanic or Latino	1,071	71.4
American Indian or Alaska Native	4	0.3	Pacific Islander	29	1.9
Asian	166	11.1	White (Not Hispanic)	35	2.3
Filipino	153	10.2	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	April 1 st , 2005	Date Last Discussed with Staff	April 6 th , 2005
The 2005-2005 William C. Overfelt High School Site Safety Plan is in its secure phase of implementation and refinement. The 2005-06 safety goals are: 1. Reduce the number of disciplinary referrals and suspension of freshmen students and continue the implementation of the tardy policy for the 2005-2006 school year and seek a reduction of 5%. 2. Implement pro-active measures and alternatives to suspension that include in-house suspension, Saturday School, Conflict Mediation and school safety team.			

School Programs and Practices that Promote a Positive Learning Environment

AVID, PUENTE, GEAR UP, LINK CREW, CAMP ANYTOWN, AFRICAN-AMERICAN ACHIEVERS PROGRAM, ACADEMIC AND CULTURAL ASSEMBLIES, COMMUNITY PARTNERSHIPS, ELECTRONICS ACADEMY, CAMELOT (9th GRD small learning community), CONFLICT MEDIATION, MSW INTERNS, AFTER SCHOOL TUTORS, 7TH PERIOD AFTER SCHOOL TUTORING (mandatory: math / English).

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions						
Rate of Suspensions						
Number of Expulsions						
Rate of Expulsions						

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student

scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	17	16	18	30	31	33	32	35	36
Mathematics	7	11	12	15	17	16	31	35	34
Science	27	12	12	31	21	20	30	27	25
History-Social Science	16	14	16	21	25	27	28	28	29

CST - Racial/Ethnic Groups

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

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	23		38	35	12	11	56
Mathematics	7		29	22	8	0	28
Science	5		30	20	7	0	33
History-Social Science	20		38	25	10	0	27

CST - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	15	22	5	18	19	1	20	15
Mathematics	13	11	9	15	10	1	13	15
Science	14	11	5	13	12	0	13	12
History-Social Science	18	13	6	17	15	0	17	6

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	32	34	---	46	47	---	43	43
Mathematics	---	37	38	---	51	53	---	50	51

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	45		47	60	28	30	52
Mathematics	35		66	56	31	28	53

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	29	39	15	32	36	5	38	26
Mathematics	39	37	27	41	36	7	42	40

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.8	26.7	22.9
7							29.1	31.3	27.0
9	33.4	28.2	38.2	28.1	26.7	29.5	26.3	25.3	27.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	93	95	95	Percent Tested	95	95	96
API Base Score	540	557	571	API Growth Score	550	572	595
Growth Target	13	12	11	Actual Growth	10		
Statewide Rank	2	2	2		15		
Similar Schools Rank	7	6	5		24		

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score	615	647	695	API Growth Score	645	682	717
Growth Target	10	10	9	Actual Growth	30	35	22
Filipino				Filipino			
API Base Score	667	658	661	API Growth Score	645	646	704
Growth Target	10	10	9	Actual Growth	-22	-12	43
Hispanic or Latino				Hispanic or Latino			
API Base Score	495	518	536	API Growth Score	511	539	561
Growth Target	10	10	9	Actual Growth	16	21	25
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			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	514	560	560	API Growth Score	533	560	594
Growth Target	10	10	9	Actual Growth	19	0	34

State Award and Intervention Programs

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

Federal Intervention Programs

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

	School	District
Year Identified for Program Improvement	2001-2002	---
Year in Program Improvement		---
Year Exited Program Improvement	2002-2003	---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	5.6

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	No
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socio-economically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	No

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year

dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1906	1796	1729	24282	23664	24332	1735576	1772417	1830664
Number of Dropouts	181	31	14	601	438	737	47899	48210	58493
Dropout Rate (1-year)	9.5	1.7	0.8	2.5	1.9	3.0	2.8	2.7	3.2
Graduation Rate	60.8	66.4	78.5	82.6	83.8	89.6	86.7	87.0	86.7

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	English	23.7	42	29	9	20.7	55	35		20.9	54	31
Mathematics	23.0	33	23	5	20.6	44	29		24.2	22	27	4
Science	28.4	6	26	8	26.9	9	30	8	26.3	8	25	5
Social Science	26.9	10	29	10	26.6	11	31	5	27.3	7	21	8

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	6.1	---
All Schools in District	---	14.0
High-Poverty Schools in District	---	51.7

Low-Poverty Schools in District	---	15.3
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Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	93	91	80
Teachers with Full Credential	72	69	63
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	1	2
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	19	21	15
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	0	0

Teacher Miss-assignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Miss-assignments of Teachers of English Learners	---	---	
Total Teacher Miss-assignments	---	---	

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	2.5	1.5
Master's Degree plus 30 or more semester hours	7.5	16.7
Master's Degree	30.0	15.5
Bachelor's Degree plus 30 or more semester hours	32.5	50.5
Bachelor's Degree	27.5	15.6
Less than Bachelor's Degree	0.0	0.2

Vacant Teacher Positions

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

	2002	2003	2004
Vacant Teacher Positions	---	---	

Teacher Evaluations

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

Substitute Teachers

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system in place is not effective or adequate to meet the needs of the local schools. The need for substitutes varies with the day of the week and the time of the year. Absences for illness, personal necessity leave, professional staff development activities, are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for 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 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	4.8
Librarian	1.0
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
4.8	312.7

VII. Curriculum and Instruction

School Instruction and Leadership

William C. Overfelt High School continues to make strides in addressing student achievement. As part of the school's efforts to improve student achievement, the school focused on a number of goals driven by data that included scores on API, CAHSEE, NWEA, CAT 6, CELDT, student course achievement, and other local indicators of success. The result of the analysis of data was a school action plan focused on student achievement. Driven by guidelines and developmental plans and support from WASC, IIUSP BASRC and categorical funding, Overfelt High School pursued an aggressive action plan that accomplished the following goals.

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

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

- ????????5 years of STAR testing improvement
- ????????Improvement of English skills for second language students
- ????????Overfelt High School performed better than 2/3 of all Title 1 like high schools in California
- ????????All four major sub groups- Latino, Asian, Filipino, and Socio-economic Disadvantaged showed significant gains over 5 years.
- ????????Overfelt High School is no longer identified as an "under-performing" school
- ????????Students in the 9th grade Small Learning Community have achieved success as measured by grade point average in the first semester of 2003-04

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

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

Professional Development

Teachers and staff participate in staff development programs offered by the district and 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, PAR and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held twice per month so that teachers can continue to work on professional development to support school wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks that require them. Textbooks are State approved and District adopted. On the average, a new textbook costs between \$50-\$70. Students who take five required course may have as many as five textbooks with a total value of \$300.00.

Textbook losses continue to be a serious local and district problem. The school has addressed this problem by taking a pro-active and aggressive stand on the issuance, collection and accountability of text books.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	
Mathematics	
Science	
History/Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

Instructional Minutes

The California *Education Code* establishes a 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
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

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

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

Total Number of Minimum Days

A total of 19 reduced minute days were scheduled for staff development and activity day for school year 2003-04.

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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music,

and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language	2	4	112
Mathematics	1	1	23
Science			
Social Science			

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
5997	3525	58.8

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

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
311	112	36.0

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. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	387	425	400	5590	5952	5927	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	33.3	28.5	24.8	40.2	38.2	34.5	37.3	36.7	35.2
Average Verbal Score	420	417	412	453	460	469	490	494	496
Average Math Score	459	456	456	493	498	506	516	518	519

College Admission Test Preparation Course Program

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

Degree to Which Students are Prepared to Enter Workforce

Technology is integrated in most curriculum areas. Students acquire and improve their computer skills through the many opportunities available to them in their classrooms and in computer labs on campus. Students have access to the internet and utilize it for research purposes. Many instructors integrate technology in their instruction and require their students to present their work using technology. In addition, Overfelt High School offers programs such as Electronics Academy, Aviation Academy, Business Communications, Graphic Design, Yearbook, Army JROTC, CCOC, Work Experience, that teach students the skills needed to be successful in college and the workplace.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$37,434
Mid-Range Teacher Salary	\$65,037	\$61,368
Highest Teacher Salary	\$83,384	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$119,531	\$108,194
Superintendent Salary	\$221,642	\$154,991
Percent of Budget for Teacher Salaries	38.0	38.4
Percent of Budget for Administrative Salaries	5.0	5.3

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

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)
\$183,626,468	\$7,626	\$6,977	\$6,822

Types of Services Funded

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

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