School Accountability Report Card
Reported Using Data from 2009–10 School Year
Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	William C. Overfelt High	District Name	East Side Union High
Street	1835 Cunningham Ave.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95122-1712	Web Site	www.esuhsd.org
Phone Number	408-347-5900	Superintendent	Dan Moser
Principal	Vito Chiala	E-mail Address	moserd@esuhsd.org
E-mail Address	chialav@esuhsd.org	CDS Code	43- 69427- 4335428

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

It is a true honor for me to be the principal and to serve the students, staff, and community of Overfelt High School. I have had the privilege of working at Overfelt for the last ten years. In that time I have been an English teacher, worked with teacher professional development, coordinated student activities, and helped to implement the ninth grade small learning community. For three years, I had the pleasure to be Overfelt's Associate Principal with responsibility for testing, professional development, and the student academic program.

My dedication is to the Overfelt community. I am committed to increasing the academic achievement for all Overfelt students. I believe that education is the key to the future success of our students and this community. We need to continue to make Overfelt a place where each of our students can find success.

I am fortunate to work with a highly qualified, enthusiastic staff of teachers and professionals. Our students and families are up for the challenge. Our increasing API indicates that more and more of our students are achieving at higher and higher levels each year. Of course, we know we are not done yet and will continue to work hard to take student achievement to the next level.

I value open communication. This means that I welcome input and suggestions for improving our school and increasing student success. I encourage you to contact me or any member of the Overfelt staff if you have concerns or questions. I hope to continue to earn the position of Overfelt's Principal each year.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent Involvement Coordinator: Vito Chiala, Principal (408) 347-5900

W.C. Overfelt values and includes all stakeholders in all facets of the educational process. To encourage parent participation, W.C. Overfelt maintains a system of open two-way communication and employs a variety of strategies to increase stakeholder communication.

Weekly Parent Message from the Principal communicating important school information.

Parent Conferencing Events: twice a year Overfelt parents have the opportunity to have organized mini-conferences with teachers and school staff.

Adult Education and other classes for parents provide opportunities for parents to learn English and student support skills.

Counselors and Program Coordinators host frequent parent meetings on a variety of topics to increase parents' awareness of expectations, policies, and practices in order to increase student academic success.

School Site Council meets monthly and provides parents the opportunity to participate in the decision making process for the school.

TeleParent phone messaging system allows communication from teachers in parents' home languages. School Loop allows parents to look up grades and assignments and email teachers.

School Website is updated with current school information.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	420
Grade 3		Grade 10	440
Grade 4		Grade 11	490
Grade 5		Grade 12	406
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	1756

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.1	White	1.5
American Indian or Alaska Native	0.1	Two or More Races	0
Asian	7.0	Socioeconomically Disadvantaged	82
Filipino	7.6	English Learners	37
Hispanic or Latino	79.7	Students with Disabilities	9
Native Hawaiian/Pacific Islander	2.0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.8	22	42	7	24.0	32	41	8	26.6	15	34	10
Mathematics	25.9	27	37	6	25.2	25	45	8	28.4	12	22	23
Science	30.4		25	15	29.3	3	31	10	29.2	6	24	11
Social Science	30.2	1	28	10	30.0	6	26	12	29.1	6	22	18

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

The Overfelt safety plan was last updated on October 3, 2009.

W.C. Overfelt has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed by the WCO Safety Committee and reviewed by the District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff. The William C. Overfelt High School Site Safety Plan has a comprehensive, enforceable, and continuous:

Behavior policy

Rules and regulations Dress code policy

Protocols for safety/emergency drills

Tardy policy

Attendance policy

Referral process
Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
Safety team
Multi-service team
Nondiscriminatory policy on student rights and responsibilities

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	41.8	27.8	33.3	30.0	16.9	12.5
Expulsions	0.1	0.3	0.1	0.1	0.1	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Overview
The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.
Cleaning Process and Schedule
The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.
Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.
Age of School Buildings
Although the main school campus was constructed in 1962, portable buildings have been added to accommodate diverse program needs. By utilizing Measure G and Measure E Bond funds, the school has undertaken a major new construction plan that will improve the infrastructure and facilities of the school. At the start of the 2007-2008 school year, two new buildings incorporating twenty-two modern classrooms and five student collaboration rooms were opened at Overfelt High School. In December of 2008 we opened our new state of the art science building with ten fully equipped classrooms with modern lab spaces. Plans for future construction are underway and include modernizing all classroom buildings.
Maintenance Projects
Overfelt is constantly undergoing maintenance as a result of the age of the majority of the campus buildings and grounds. We have a plan to maintain student and staff restrooms that are both clean and well supplied. Our athletic facilities and fields require ongoing maintenance and are another of our major maintenance projects.

Modernization Projects
During the summer of 2007, 14 classrooms in Overfelt's E-Wing were updated. The renovation included a new roof, ceiling tiles, light fixtures, carpet, paint, and windows. These classrooms now provide a brighter more effective environment for learning.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	70%	30%		G-4 was replaced in summer of 2010. Will replace more when funds are available.
Windows/Doors/Gates (interior and exterior)	80%		20%	Need new windows and doors in C, E, F, G, H, I and J building areas. Will be done when funds are available. C and E windows and doors will be done in 2011. Library back door will be done in summer of 2011. Door in D-5 was done in 2010.
Interior Surfaces (walls, floors, and ceilings)	80%	10%	10%	Will be replacing flooring when funds are available.
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation		x		Have buildings spray by pest control company
Drinking Fountains (inside and outside)		x		We work on drinking fountains when needed.
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Other Athletic Fields	x			We reseeded the football field spring of 2010.Softball and soccer redone 2010. The football field will be reseeded in 2011.
Overall Rating	x			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	67	67	81	1065
Without Full Credential	15	18	6	63
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	14	0	0
Total Teacher Misassignments	14	0	0
Vacant Teacher Positions	1	1	1

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97	3
All Schools in District	97	3
High-Poverty Schools in District	95	5
Low-Poverty Schools in District	99	1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.8	329
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)	0.75	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core curriculum area and textbook in use by course	Publisher	Year Published	Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
ENGLISH/LANGUAGE ARTS				
English 1 – "The Language of Literature Ninth Grade"	McDougal Littell	2002	0	YES
English 2 – "The Language of Literature" Grade 10	McDougal Littell	2002	0	YES
English 3 – "Timeless Voices Timeless Themes Am. Experience"	Prentice Hall	2000	0	YES
English 4 – "The Language of Literature" World Literature	McDougal Littell	2002	0	YES
MATH				
Algebra I – "Algebra 1"	McDougall Littell	2007	0	YES
Geometry – "Geometry"	McDougal Littell	2007	0	YES
Algebra II – "Algebra 2"	McDougal Littell	2007	0	YES
Math Analysis – "Precalculus With Limits"	Houghton Mifflin	2001	0	YES
SCIENCE				
Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations"	Holt	2001, 03, 04	0	YES
Biology – "Biology: Web of Life; Holt Biology"	Holt	1998, 99, 04	0	YES
Chemistry – "Chemistry: Connections to our Changing World"	Prentice-Hall	2000, 2002	0	YES
Physics – "Conceptual Physics"	Addison-Wesley	1992, 99, 02, 06	0	YES
SOCIAL SCIENCE				

World History – "Modern World History"	McDougal-Littell	2003	0	YES
US History – "The American Vision"	Glencoe	2006	0	YES
American Government – "Magruder's American Government"	Prentice Hall	1997	0	YES
American Government – "We the People"	Center for Civic Education	2002	0	YES
Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials		Percent of Pupils Who Lack Their Own Assigned Textbooks, Instructional Materials or Science Lab Equipment	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
FOREIGN LANGUAGE	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
HEALTH SCIENCES	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
VISUAL AND PERFORMING ARTS	Textbooks and Instructional Materials in use are standards aligned and officially adopted		0	YES
SCIENCE LABORATORY EQUIPMENT	Science labs are adequately equipped		0	YES

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	8225	2426	5799	74960

District	N/A	N/A	6130	79216
Percent Difference – School Site and District	N/A	N/A	-6%	-6%
State	N/A	N/A	5681	65959
Percent Difference – School Site and State	N/A	N/A	2%	12%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

At Overfelt High School there are a number of supplemental programs to help increase student academic achievement. New Options is an after school program funded by the 21st Century grant and operated in partnership with the YWCA. They offer tutoring, credit recovery, enrichment and health curriculum daily. Students have access to computers, teachers, and peer tutors after school from 2:15 until 5:15 daily in our Homework Center which is funded with site funds. Teacher professional development is designed and organized by our Teacher Leadership Team. This professional development takes place during the summer, after school, and in weekly collaboration time. These efforts focus on increasing rigor, providing instructional support, and increasing students' engagement and motivation. Many of these efforts are funded through a grant we receive from the California Academic Partnership Program (CAPP). All 9th grade students enter a small learning community where they receive extra counseling, behavior advising, and targeted curriculum in a safe and supportive environment. Additional support for 9th graders is provided by our team of trained peer mentors, as well as an after school mentoring program operated by Community Partners for Youth. The AVID, Puente, Green Careers, Multimedia Production, Child Development and Education, and Electronics Academies all provide additional support structures for students. All of these programs operate with a combination of local, state, and federal categorical funds.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48434	43096
Mid-Range Teacher Salary	79527	70018
Highest Teacher Salary	98141	89675
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	126763	128615
Superintendent Salary	239188	204469
Percent of Budget for Teacher Salaries	39.6	N/A
Percent of Budget for Administrative Salaries	3.9	N/A

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California

Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	26	31	31	44	47	48	46	50	52
Mathematics	14	15	26	23	26	27	43	46	48
Science	24	29	20	44	45	46	46	50	54
History-Social Science	20	25	26	34	39	39	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	27	37	40
All Students at the School	31	16	20	26
Male	30	18	21	32
Female	31	14	18	18
Black or African American	29	0	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A

Asian	56	46	48	55
Filipino	44	30	40	32
Hispanic or Latino	28	12	17	23
Native Hawaiian or Pacific Islander	29	19	N/A	18
White	54	23	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	30	16	18	25
English Learners	9	8	2	5
Students with Disabilities	19	15	3	4
Students Receiving Migrant Education Services	20	14	15	13

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	38.9	37.6	40	55.1	55.1	58.0	52.9	52.0	54.0
Mathematics	46.9	43.5	38	59.6	59.6	58.0	51.3	53.3	53.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	24	32	42	35	23
All Students at the School	60	24	17	62	30	9
Male	61	25	14	57	32	11
Female	59	22	19	68	26	6
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	36	16	48	21	25	54
Filipino	42.1	31.6	26.3	26.3	63.2	10.5

Hispanic or Latino	62	24	14	67	28	5
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	61	24	15	64	28	8
English Learners	79	16	5	73	25	2
Students with Disabilities	90.6	9.4	0	90	6.7	3.3
Students Receiving Migrant Education Services	66.7	25	8.3	75	25	0

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	16.7	28.7	36.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	3	3
Similar Schools	9	9	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	12	0	4
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	14	-3	11
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	6	1	16
English Learners	-3	-2	10
Students with Disabilities	N/A	50	N/A

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	658	736	729
Black or African American	N/A	674	638
American Indian or Alaska Native	N/A	N/A	703
Asian	N/A	848	857
Filipino	N/A	786	812
Hispanic or Latino	629	648	672
Native Hawaiian/Pacific Islander	N/A	690	706
White	N/A	786	801
Two or More Races	N/A	747	747
Socioeconomically Disadvantaged	639	687	669
English Learners	590	633	626
Students with Disabilities	N/A	453	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	Yes

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	60

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at http://www.universityofcalifornia.edu/admissions/general.html. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at http://www.calstate.edu/SAS/admreq.shtml. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	4.2	4.3	5.6	5.1	5.2	5.6	5.5	4.9	5.7
Graduation Rate	77.2	78.6	73.7	73.9	72.3	72.9	80.6	80.2	78.5

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	79	84	N/A
Black or African American	75	79	N/A
American Indian or Alaska Native	N/A	88	N/A
Asian	74	93	N/A
Filipino	96	91	N/A
Hispanic or Latino	75	73	N/A
Native Hawaiian/Pacific Islander	N/A	89	N/A
White	50	87	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	78	78	N/A
English Learners	47	52	N/A
Students with Disabilities	53	62	N/A

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Overfelt High School offers a wide array of programs that focus on developing the skills needed for our students to be successful in the 21st century workplace. These career technical education programs include our Electronics Academy, Green Careers Academy, Multimedia production Academy, and Child Development and Education Academy. We also offer courses such as Business Communications, Graphic Design, Army JROTC, and Work Experience, that teach students the skills needed to be successful in college and the workplace. Many of our students attend CCOC, our regional vocational education center, where they can receive training in a variety of career areas.

In addition, technology is integrated throughout our curriculum to enhance instruction and provide opportunities for students to participate in project-based assignments that not only add depth and complexity, but also provide them with the skills that are necessary to compete for jobs in a technology-based society. Students are able to further improve their computer skills through the many opportunities available to them in their classrooms and in computer labs on campus.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	425
Percent of pupils completing a CTE program and earning a high school diploma	25%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	94.9
Graduates Who Completed All Courses Required for UC/CSU Admission	29.7

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All courses	10	13.4

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards and the school's core values. Although 2 annual full release days are provided to teachers for professional development, many other opportunities to improve practice occur throughout the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. 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 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 regularly 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.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies, while in Physical Education, teachers are reviewing the *FitnessGram* data to establish effective instruction strategies for physical fitness instruction. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.