William C. Overfelt High School

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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

East Side Union High School District
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School Description

Overfelt High School has become a tranformational leader in school redesign in East Side Union High School District. Over the past seven years, W. C. Overfelt has transformed itself into a leading edge high school that is totally focused on preparing all of its students for college and careers. In 2008, Overfelt was one of two schools in the East Side Union High School District to receive a Smaller Learning Communities Grant from the U. S. Department of Education. With this grant, the school reorganized itself by implementing the following practices and strategies:

*Implementing houses called Lions, Knights, and Torchbearers. Students in grades 9 - 12 are organized into three houses of approximately 400-500 students each: the Torchbearers, the Lions, and the Knights. All students are assigned to a house or self-selects into a house by joining a thematic academy or other academic focus area.

*Three Career Technical Education academies are offered on the campus (Electronics (Pre-Engineering), Child Development and Education, and Multimedia Production) There are also three academic academies: AVID, Fiat Lux, and Puente.

*Implementing common planning for thematic academies and collaboration days for houses that are built into the school's master calendar.

*Reorganizing facilities into common spaces designed to support the houses and academies. Facilities have been modernized with state of the art classrooms and labs, lighting, and enhanced technology systems.

*Empowering teachers with leadership and decision making responsibilities. House leaders provide a single point of contact for the house and represent the house at all school and community meetings.

Overfelt is the only school in the East Side Union High School District organized schoolwide into smaller learning communities and pathways. The student-focused mindset of the school staff, the dynamic administrative leadership, and the work of a host of service providers, has made it possible for students to create strong interpersonal connections with their teachers and pathway classmates.

In spite of recent success, Overfelt continues to move forward to achieve ever greater levels of success. The school is now focusing its efforts on implementing the increased rigor of the Common Core State Standards into student centered classrooms. Teachers are creating complex learning tasks that develop the critical thinking, creative thinking, and resilience needed for success in college and careers.

The school currently offers three successful California Partnership Academies that have been in existence for a number of years. The school also offers an AVID program for students who need support with structured study skills, college preparation and a Puente program that provides personal guidance and "transition ready" students for college and university, and the "Fiat Lux" advanced academic program that accelerate students to the highest levels. The school offers twelve Advanced Placement courses and several upper level math and science courses. Enrollment levels in these courses indicate that more and more students are challenging themselves at the highest levels.

In addition, Overfelt offers an acceleration and intervention programs. Incoming ninth grade students participate in a comprehensive summer bridge program that can accelerate them through one college preparatory class. Other summer enrichment and acceleration opportunities are provided for students throughout the four years of high school. There are also interventions to assist struggling students including after school tutoring, Saturday academic support, guidance counseling, and comprehensive student support services.

The William C. Overfelt campus was built in 1962, making it the third-oldest school in the district. Over the past few years, Overfelt has seen some significant changes with regard to facilities. New construction has resulted in the completion of new buildings created specifically to meet the need to organize students according to the small learning community (SLC) model. The buildings include state of the art science laboratories, classrooms that can be joined for collaborative teaching, communal meeting rooms, and state-of-the-art technology in the classrooms. Also, a new video surveillance system was installed throughout campus. This system has helped increase the ability to keep the campus safe.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 408.347.5900 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	387
Grade 10	407
Grade 11	346
Grade 12	315
Total Enrollment	1,455

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.1
Asian	10
Filipino	6.3
Hispanic or Latino	78.8
Native Hawaiian or Pacific Islander	1.4
White	0.5
Two or More Races	0.8
Socioeconomically Disadvantaged	90.3
English Learners	25.8
Students with Disabilities	11.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
William C. Overfelt High School	13-14	14-15	15-16
With Full Credential	69	63	62
Without Full Credential	1	2	7
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
William C. Overfelt High School	13-14	14-15	15-16
Teachers of English Learners	1	1	2
Total Teacher Misassignments	1	1	2
Vacant Teacher Positions	0	2	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	91.5	8.5
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000 ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – "Geometry" McDougal Littell 2007 Algebra II – "Algebra 2" McDougal Littell 2007 Math Analysis – "Precalculus With Limits A Graphing Approach" Brooks/Cole Cengage Learning 2012 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	Forensic Science- Criminalistics: An Introduction to Forensic Science, Prentice Hall 2004 Biology: CK-12 FlexBook ESUHSD 2014 Chemistry – "Chemistry: Connections to our Changing World" Prentice-Hall 2000, 2002 Physics – "Conceptual Physics" Addison-Wesley 1992, 99, 02, 06 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997 Economics – "Holt Economics" Holt 2003 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%

School Facility Conditions and Planned Improvements (Most Recent Year)
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, by utilizing Measure G and Measure E Bond funds, the school has undertaken a major new construction plan that has improved 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. In 2011-2012 21 new classrooms were added with 4 collaboration rooms and one MulitMedia computer lab. Both the E and D wings completed modernization in 2013. Plans for future construction are underway and include modernizing all remaining 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld A1 Administration, Bld A2 & Bld G (Library): System is old and needs to be replaced. Waiting to tear down building. Action/plan, in the interim site to place work order and M&O will schedule the repair. Bld F, Bld H & Bld I: HVAC is old and works intermittently. Action/plan, site to place work order and M&O will schedule the repair. Bld Gymnasium, Bld N Childcare & Bld P (external Healthy Start): Sewer line is still backing up. Action/plan, site to place work order and M&O will schedule the repair.
Interior: Interior Surfaces	X			No item noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X	Baseball Complex East & Field Complex (Baseball, Soccer, Softball): Gophers are digging. Action/plan, site to place work order and M&O will schedule the exterminator. Bld A1 Administration & Bld A2: Cockroaches. Action/plan, site to place work order and M&O will schedule the exterminator. Bld Greenhouse: Item noted but no comment. Action/plan, site to place work order and M&O will schedule the repair. Bld H & Bld I: Cockroaches & mice. Action/plan, site to place work order and M&O will schedule the exterminator. Landscape Hardscape: Smells like feces and urine from cats. Action/plan, site to clean surfaces.
Electrical: Electrical	X			No item noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Bld A1 Administration & Bld A2: Item noted but no comment. Action/plan, site to place work order and M&O will schedule the repair. Bld Gymnasium: Restrooms need to be replaced. Action/plan, site to place work order and M&O will schedule the repair. Stadium: Item noted but no details. Action/plan, site to place work order and M&O will schedule the repair.
Safety: Fire Safety, Hazardous Materials	X			No item noted.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			Bld A1 Administration, Bld A2, Bld F, Bld G (Library), Bld H & Bld I: Roof leaks. Action/plan, site to place work order and M&O will schedule the repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Baseball Complex East: Field is being renovated. FYI only. Basketball Courts: Hoops or backboards are broken and nets are missing. Action/plan, site to place work order and M&O will schedule the repair. Parking Lots: Behind the E Wing requires parking spaces to be striped. Action/plan, site to place work order and M&O will schedule the repair. Stadium: Need new bleachers. Action/plan, site to place work order and M&O will schedule the repair.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
				X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	22.00	26.00	28.30

* Percentages are not calculated 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	50
All Student at the School	25
Male	29
Female	22
Black or African American	--
American Indian or Alaska Native	--
Asian	31
Filipino	44
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	6
English Learners	2
Students with Disabilities	21
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	46	59	44
Math	17	38	33

* Percentages are not calculated 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	30	28	25	52	54	50	59	60	56

* Results are for grades 5, 8, and 10. 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	322	289	89.8	22	31	38	8
Male	11	322	153	47.5	23	31	38	7
Female	11	322	136	42.2	21	32	38	9
Black or African American	11	322	5	1.6	--	--	--	--
Asian	11	322	31	9.6	13	29	35	23
Filipino	11	322	14	4.3	14	21	43	21
Hispanic or Latino	11	322	226	70.2	23	33	37	5
Native Hawaiian or Pacific Islander	11	322	7	2.2	--	--	--	--
White	11	322	2	0.6	--	--	--	--
Two or More Races	11	322	4	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	322	187	58.1	25	32	35	7
Students with Disabilities	11	322	23	7.1	65	22	9	0
Students Receiving Migrant Education Services	11	322	5	1.6	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	322	285	88.5	53	29	14	3
Male	11	322	150	46.6	54	27	14	4
Female	11	322	135	41.9	51	32	15	1
Black or African American	11	322	5	1.6	--	--	--	--
Asian	11	322	31	9.6	32	42	19	6
Filipino	11	322	14	4.3	36	36	14	14
Hispanic or Latino	11	322	222	68.9	56	28	14	2
Native Hawaiian or Pacific Islander	11	322	7	2.2	--	--	--	--
White	11	322	2	0.6	--	--	--	--
Two or More Races	11	322	4	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	322	184	57.1	59	27	13	2

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11	322	21	6.5	90	5	5	0
Students Receiving Migrant Education Services	11	322	5	1.6	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parent Involvement Coordinator: Ricardo Ramirez, (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.

Parent Community Involvement Specialist is on campus full time to advocate for the needs of parents. This includes drop in and appointment times in the Parent Community Center, frequent meetings in both English and Spanish, parent teacher conference coordination, as well as opportunities for volunteering.

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 school information.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
The Overfelt safety plan was last updated in February 2015.

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
Incorporating Restorative Justice and alternatives to suspension
Nondiscriminatory policy on student rights and responsibilities

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	7.73	9.39	9.45
Expulsions Rate	0.30	0.18	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		15
Percent of Schools Currently in Program Improvement		75.0

Average Class Size and Class Size Distribution (Secondary)											
Average Class Size			**Number of Classrooms***								
			1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	25	27	28	29	18	17	23	17	15	20	28	30
Math	25	27	28	27	19	14	14	15	7	23	25	22
Science	28	29	28	9	10	13	15	10	7	22	27	29
SS	26	26	26	15	17	16	18	8	13	23	30	27

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	364

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the Common Core State Standards, district goals, and the school's vision of developing critical thinking, creative thinking, and resilience. 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. Teacher Induction 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., Common Core and 21st Century Skill based instruction in student centered learning environments), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics or cross-curricular team 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,378	$44,363
Mid-Range Teacher Salary	$78,040	$71,768
Highest Teacher Salary	$100,055	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,276
Average Principal Salary (HS)	$131,750	$133,673
Superintendent Salary	$239,583	$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,393	$2,098	$6,295	$76,566
District	♦	♦	$6,672	$80,860
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			-5.7	0.2
Percent Difference: School Site/ State			34.2	5.9

* Cells with ♦ do not require data.

Types of Services Funded

At Overfelt High School there are a number of supplemental programs to help increase student academic achievement. Teacher professional development is designed and organized by our Professional Development Committee. This professional development takes place during the summer, after school, and in weekly collaboration and Professional Learning Community time. These efforts focus on increasing rigor, providing instructional support, and increasing students' engagement and motivation. All students enter one of three small learning communities where they receive extra counseling, behavior advising, and targeted curriculum in a safe and supportive environment. Additional support for 9th graders is provided by City Year Americorps volunteers; Link Crew, our team of trained peer mentors; as well as an after school mentoring program operated by Community Partners for Youth. The AVID, Puente, Advanced Academic Program, Multimedia Production, Child Development and Education, and Electronics Academies all provide additional support structures for students. Academic intervention, acceleration, and support are offered before school, after school, on Saturdays, and during the summer. All of these programs operate with a combination of local, state, and federal categorical funds.

	2014-15 California High School Exit Examination Grade Ten Results by Student Group					
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	46	21	32	39	32	29
All Students at the School	63	21	16	58	28	14
Male	64	23	13	59	27	14
Female	62	19	19	57	29	14
Asian	54	29	18	33	41	26
Filipino	42	33	25	21	50	29
Hispanic or Latino	66	18	16	62	26	12
Socioeconomically Disadvantaged	65	21	15	60	26	14
English Learners	96	3	1	85	14	1
Students with Disabilities	95	3	3	89	11	

* Percentages are not calculated 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
William C. Overfelt High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	40	37	37
Mathematics	49	46	42
East Side Union High School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	56	50	50
Mathematics	63	56	56
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated 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.

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	277
% of pupils completing a CTE program and earning a high school diploma	28%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
William C. Overfelt High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	26.40	17.30	14.10
Graduation Rate	63.90	77.46	80.13
East Side Union High School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	78.91	82.2	84.6
Black or African American	71.43	78.16	76
American Indian or Alaska Native		75	78.07
Asian	91.18	94.09	92.62
Filipino	80.95	89.46	96.49
Hispanic or Latino	78.28	73.24	81.28
Native Hawaiian/Pacific Islander	66.67	86.21	83.58
White	25	87.32	89.93
Two or More Races		71.64	82.8
Socioeconomically Disadvantaged	43.64	59.15	61.28
English Learners	53.62	58.78	50.76
Students with Disabilities	79.73	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.66
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	40.49

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	5	♦
Mathematics	5	♦
Science	5	♦
Social Science	5	♦
All courses	21	.4

*   Where there are student course enrollments.

Career Technical Education Programs

Overfelt High School develops readiness for College and 21st Century Careers for all students through a focus on developing readiness skills. These skills include critical thinking, creative thinking, and resilience. By embedding the development of these skills in content area classes along with the rigorous literacy skills defined by the Common Core State Standards, Overfelt High School is able to help prepare all students for future success.

Overfelt also offers three specific career themed magnet programs. Each of these programs is a California Partnership Academy serving students in tenth, eleventh, and twelfth grades. Each program has a specific career focus but also develops a general readiness for college and awareness of skills.

Electronics Academy: This academy has been in existence for more than twenty years. In its most current iteration it is using Project Lead the Way curriculum to develop pre-engineering skills and competencies through a variety of hands on activities using technology.

Child Development and Education Academy: This academy develops a deeper understanding of child development and psychology to prepare students for future careers in education and child care. Students work directly with preschool, elementary school, and after school youth programs.

Multimedia Production Careers: This academy develops students ability to create digital art, music, and video using the most current software and production equipment. Upon completion of three years of study, students are ready for entry level careers in audio-visual editing and production.

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., 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.