



William C. Overfelt High School

1835 Cunningham Ave. • San Jose, CA, 95122 • 408.347.5900 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



East Side Union High School District

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School Description

Overfelt High School has become a transformational leader in school redesign in East Side Union High School District. Over the past twelve 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.
- Providing resources and implementing common planning for thematic academies 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.

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 refining its efforts to provide 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.

Overfelt offers extensive 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. Through our partnership with City Year, Overfelt is able to provide additional support to all students with a focus on freshmen. Fourteen Americorps volunteers join two City Year staff on campus daily to provide direct support in all 9th grade math, English, science, and social science classes. In addition they provide targeted and general tutoring after school daily and participate in student activities and events.

The William C. Overfelt campus was built in 1962, making it the third-oldest school in the district. Over the past several 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	355
Grade 10	399
Grade 11	345
Grade 12	339
Total Enrollment	1,438

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	8.8
Filipino	6.4
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	1
White	0.7
Two or More Races	0.8
Socioeconomically Disadvantaged	85.4
English Learners	25.9
Students with Disabilities	13
Foster Youth	0.4
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for William C. Overfelt	17-18	18-19	19-20
With Full Credential	69.4	66.6	62.1
Without Full Credential	2	6	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for East Side Union High	17-18	18-19	19-20
With Full Credential	♦	♦	942.3
Without Full Credential	♦	♦	34.8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at William C. Overfelt High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* Note: "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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002 English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002 English 3 –MyPerspectives: American Literature//Pearson ERWC (English 4)-- Expository Reading and Writing Course Student Reader 2013 AP Composition and Language-- The Norton Reader AP Composition and Literature--The Intro to Literature</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016 CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016 CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 Math Analysis – “Precalculus With Limits A Graphing Approach” Brooks/Cole Cengage Learning 2012 AP Calculus AB - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Calculus BC - Calculus w/Analytic Geometry, 9th ed: Houghton Mifflin Harcourt; 2010 AP Statistics - The Practice of Statistics, 4th ed: Freeman; 2010 Exploring Computer Science - ECS: Exploring Computer Science; Joanna Goode, Gail Chapman 2016 Mathematical Reasoning with Connections - MRWC materials</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<p>A Hands On Introduction to Forensic Science 2014</p> <p>NGSS Biology - The Living Earth -- STEMscopes, eTextbook and Web-based resources NGSS Chemistry in Earth's System – STEMscopes, eTextbook and Web-Based resources (pilot) NGSS Physics of the Universe - STEMscopes Physics in the Universe, Web- Based eTextbook and resources (pilot)</p> <p>AP Biology- AP Biology In Focus- Prentice Hall 2004</p> <p>AP Chemistry- Chemistry The Central Science- Prentice-Hall 1991</p> <p>Forensic Science: A Hands on Approach to Forensic Science, Okuda</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>History-Social Science</p>	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – "Government Alive! Power, Politics and You" TCI 2014 Economics – “Econ Alive! The Power to Choose" TCI 2015 AP World History - "The Earth and Its Peoples AP Edition" Cengage Learning 2018 AP US History - "America's History for the AP Course" Bedford 2014 AP Government - "Government in America" Pearson Learning 2014 AP Macro/Micro Economics - "Economics (AP)" McGraw Hill 2014 AP Human Geography - "The Cultural Landscape: An Introduction" Prentice Hall 2014 AP Psychology - "Psychology for AP" Worth 2015 World Geography - "Geography Alive!" TCI 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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%

Note: Cells with N/A values do not require data.

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 multimedia computer lab. Both the E and D wings completed modernization in 2013. Our most recently opened modernizations include the new "J" wing which opened in January of 2017 at the same time as Overfelt's new swimming pool. Construction is underway for Overfelt's newest project, a signature building that incorporates visual and performing arts classrooms, a theater, administration, counseling, attendance, and a redesigned central plaza. The goal is for the construction to be complete on this grand project by December of 2020. There are also plans for anew concessions and bathroom building near the stadium as well as new scoreboards for the stadium and baseball and softball fields. These are scheduled to be completed during the current school year.

Maintenance Projects

Overfelt is constantly undergoing maintenance as a result of the age of many 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: 09/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Found dirty carpets in several buildings, site to clean.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Noted several electrical rooms used for storage, site to clean out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Noticed cracked concrete, Bond team is working on District Wide concrete project.
Overall Rating	Good	Site overall has been upgraded very well and is in good condition. Major project underway replacing administration and several other buildings.

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	47	59	59	50	50
Math	17	24	38	39	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	19.6	22.6	19.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	272	88.60	47.43
Male	157	144	91.72	40.28
Female	150	128	85.33	55.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	24	85.71	54.17
Filipino	16	16	100.00	68.75
Hispanic or Latino	242	215	88.84	45.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	235	88.68	48.09
English Learners	89	70	78.65	14.29
Students with Disabilities	43	35	81.40	2.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	38	37	37

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. More than ten Overfelt teachers have participated in the Yale National Initiative. 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. Instructional coaches support more than ten teachers on site, and first year teachers receive specialized support from a dedicated coach.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	276	89.90	23.91
Male	157	145	92.36	25.52
Female	150	131	87.33	22.14
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	26	92.86	42.31
Filipino	16	16	100.00	18.75
Hispanic or Latino	242	217	89.67	22.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	238	89.81	24.37
English Learners	89	74	83.15	2.70
Students with Disabilities	43	36	83.72	2.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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, weekly meetings in both English and Spanish, parent teacher conference coordination, as well as opportunities for volunteering. Our School Linked Services Coordinator provides services and resources for families.

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. In addition, the school provides courses for parents on an ongoing basis including the parent computer class, Zumba, Foothill College parent sessions, the Parent Project, and our weekly resource hour.

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.

IC Messenger phone messaging system allows communication from teachers in parents' home languages.

School Loop allows parents to look up grades and assignments, review school news, and email teachers.

School Website is updated with school information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 2019.

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
- Protocols for safety/emergency drills
- Tardy and 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, proactive behavior supports, and alternatives to suspension
- Nondiscriminatory policy on student rights and responsibilities

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.2	3.7	2.9
Expulsions Rate	0.1	0.2	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	3.6	3.4
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	359.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	26	39	6	25	21	40	8	24	23	40	4
Mathematics	21	10	12		24	22	26	12	28	11	23	15
Science	28	10	20	19	28	13	22	16	29	6	26	17
Social Science	27	13	22	21	30	7	26	19	28	9	32	9

* 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	33%
Administrative Salaries	3%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,091	\$1,749	\$8,341	\$88,168
District	N/A	N/A	\$7,444	\$90,756
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.4	-2.9
School Site/ State	22.7	5.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 in coordination with the Guiding Coalition, our MTSS Tier 1 Team. 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 Bright Futures. 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 supplemented by grants and donations.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for William C. Overfelt High	2015-16	2016-17	2017-18
Dropout Rate	15.7	11.9	12.9
Graduation Rate	76.7	79.8	82.9

Rate for East Side Union High School	2015-16	2016-17	2017-18
Dropout Rate	10	20.5	17.8
Graduation Rate	85	71.5	75.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	290
% of pupils completing a CTE program and earning a high school diploma	84%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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.

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.68
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	47.04

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	6	N/A
Mathematics	4	N/A
Science	7	N/A
Social Science	3	N/A
All courses	23	23.9

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.