



# Orestimba High School of NCLUSD

707 Hardin Rd. • Newman, CA. 95360 • 209-862-2916 • Grades 9-12

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**2017-18 School Accountability Report Card  
Published During the 2018-19 School Year**



## **Newman-Crows Landing Unified School District**

1162 Main St.  
Newman, CA 95360  
(209) 862-2933  
www.nclusd.org

### District Governing Board

Janice Conforti President  
RoseLee Hurst  
Paul Wallace, Clerk  
Tim Bazar  
Vernon Snodderly

### District Administration

Randy Fillpot  
**Superintendent**  
Ryan Smith  
**Director of Human Resources**  
Kim Bettencourt  
**Director of Curriculum and  
Instruction**  
Caralyn Mendonca  
**Director of Fiscal Services**  
Matt Vargas  
**Director of Maintenance and  
Operations**

## School Description

### ORESTIMBA HIGH SCHOOL MISSION STATEMENT:

Our mission is to shepherd dependent children into self-sufficient, thoughtful, college and career ready members of society capable of facing adversity and opportunity with twenty-first century skills.

### School Vision

Our vision is to mentor young adults so that they become thoughtful problem solvers by instilling values that allow our students to succeed in a global society with optimism, resilience, and empathy.

### Schoolwide Learner Outcomes

#### STUDENT CORE VALUES:

One school, one tribe. Orestimba students are:  
T.R.I.B.E.

Thoughtful  
Resilient  
Innovative  
Bold  
Empathetic

As we move forward this year will focus on the following areas: Literacy across all content areas, Technology Integration, Math Improvement, Facilities that are safe and welcoming, Positive Relationships with/between parents, students, teachers and administration.

Orestimba High School, a School-Wide Title I School, is located in Newman, California, a small agricultural community comprised of approximately 10,000 residents. Our 2017-2018 high school enrollment consists of 917 students. The ethnic demographics of our school reflect the following: 75% Hispanic, 18.6% White, 1.7% African American, 0.1% American Indian or Alaska Native, 0.5% Asian, 0.8% Filipino and 0.7% Pacific Islander..

With regards to the students' socioeconomic status, 68% are identified as low-income, based upon the guidelines of the free and reduced lunch program. 25% of Orestimba High School students are identified as English Learners and parent presentations and information are offered in Spanish.

Academically, the school offers all of the classes necessary for matriculation to state or private colleges and universities, as well as community colleges and technical/trade schools. Orestimba High School offers a variety of electives in music, art, foreign language, drama, business and computer education, agriculture, P.E., and ROP/CTE courses. Served by the Stanislaus County Office of Education, Orestimba students participate in several academic and occupational competitions each year. Orestimba students perform especially well in the annual Stanislaus County Occupational Olympics. Through the FFA organization, students participate in numerous agricultural competitions. The OHS school farm allows all students a chance to learn more about plant and biological science with an emphasis on hands-on learning. Our students also participate in the State Seal of Biliteracy and are recognized for being bilingual in English and another target language.

An ongoing challenge is to meet the needs of English Learners. The entire teaching staff is CLAD certified and/or SB 1969 trained and is focused on providing academic language instruction to all EL students. Literacy and math support classes are available to Beginning and Early Intermediate students. During this school year, Intervention classes have been implemented using Read 180 and System 44. There is also an EL support class to help students with their study skills and provide academic support. The district has also created a new position of Teacher/ Student Support Coordinator.

Special Education programs, as well as 504 plans, continue to be strengthened at OHS. The Special Education staff collaborates with General Education staff regarding student performance, providing beneficial accommodations and/or modifications designed to encourage academic achievement in the least restrictive learning environment. The district has a Director of Student Services to oversee and support all students.

OHS has exited Program Improvement, meeting its AYP goals in the areas of English/Language Arts and math for the school-wide population, Hispanic/Latino, White-Non-Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	271
Grade 10	238
Grade 11	214
Grade 12	194
<b>Total Enrollment</b>	<b>917</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.8
Hispanic or Latino	75.0
Native Hawaiian or Pacific Islander	0.7
White	18.6
Socioeconomically Disadvantaged	68.9
English Learners	25.3
Students with Disabilities	8.2
Foster Youth	0.3

## 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			
Orestimba High School of NCLUSD	16-17	17-18	18-19
With Full Credential	35	37	46
Without Full Credential	5	5	2
Teaching Outside Subject Area of Competence	0	0	0
Newman-Crows Landing Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	138
Without Full Credential	◆	◆	19
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Orestimba High School of	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Literature and Language Arts/ Holt 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Pre-Calculus/ Advanced Mathematical Concepts/ Pre-Calculus with Applications/ Glenco 2008 Calculus/ Calculus Graphic, Numerical, Algebraic/ Pearson 2008 Survey of Math/ A Survey of Mathematics with Applications / Pearson 2009 Math I, Math II, and Math III, Math Vision Project/ 2013 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Biology/ Biology/ Kendall Hunt 2002 Physics/ Physics/ Wilsons 2002 Chemistry/ World of Chemistry/ Houghton and Mifflin 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	World Civilization/ World History and Modern Times/ Glenco and McDougal 2006 US History/ The American Vision and Modern Times/ Glenco and McGraw Hill 2006 Government/ US Government: Democracy in Action/ Glenco 2001 Economics/ Economics in Our Times/ National Textbook 2001 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Spanish/ Asi Se Dice/ Glenco 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Success 101 Curriculum <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	N/A <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Overall, Orestimba High School is a clean and safe campus. Each year, we make improvements to our campus. This last year, we resealed our drop off parking lot. Also, we renewed one of our shop classes. Floors were ground down and resealed, new electrical and air supplies, and new tools and equipment were purchased. Our Safety Committee also tours campus to look for areas in need of attention.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 08/30/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Kitchen Cafeteria: #4 Sink fixtures dirty, dirty floor behind ovens/ice machine. CR- C4: #4 Missing ceiling tile. K- Wing Boy's RR: # 4 Dirty light lens covers.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Girls Locker Room: #5 Stained toilet seat and stall.
<b>Electrical:</b> Electrical	Good	Girl's Locker Room: #7 Hand dryer ADA stall not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Cafeteria Boy's RR: #9 Screen on faucet missing. 5th, 6th and 7th stall toilets leaking. 1st sink faucet not working. K- Wing Girl's RR: # 8 ADA toilet leaking.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Kitchen Cafeteria: #10 Fire extinguisher not inspected/ initialed. CR- P2: #10 Glade Plug -in.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR- C6: #15 Dirty exterior doors around B & C wings.
<b>Overall Rating</b>	<b>Good</b>	

**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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	54.0	41.0	41.0	48.0	50.0
Math	21.0	18.0	24.0	25.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	14.9	22.9	33.6

\* 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.

School Year 2017-18 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	215	210	97.67	54.29
Male	108	106	98.15	50.00
Female	107	104	97.20	58.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	160	157	98.13	47.77
White	37	36	97.30	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	142	97.26	48.59
English Learners	69	67	97.10	16.42
Students with Disabilities	23	22	95.65	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

School Year 2017-18 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	216	211	97.69	18.48
Male	109	107	98.17	20.56
Female	107	104	97.2	16.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	158	98.14	13.92
White	37	36	97.3	36.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	146	143	97.95	15.38
English Learners	69	67	97.1	1.49
Students with Disabilities	24	22	91.67	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2018-19)

Parents are encouraged to become active in the operations of Orestimba High School. They are invited to be part of the School Site Council, English Language Advisory Council, Athletic Boosters, Ag Boosters, and Band Supporters. Parents are encouraged to participate in Back-to-School Night and Parent Conferences held in the Fall and Spring. They are also invited to join the administrative staff for a monthly Second Cup of Coffee meeting. The Newman Crows Landing Unified School District uses the district's website and App to keep parents informed of important meetings and events focused towards the progress of their student's education. Orestimba High School also uses the school's website, PowerSchool and Parent Square to get all information out to parents thru social media, emails, and text. Freshman Orientation days are held for students and parents to get introduced to the campus and clubs. Senior nights are also held for students and parents to prepare them for college and careers.

All schools participated in the Back To School Festival in August, to inform families of all services provided and opportunities for involvement.

### 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

Orestimba High School has a Safe School Plan which was developed by a special committee comprised of administration, certificated staff, classified staff, and parents. The committee meets as necessary to review the appropriateness of the plan. The School Safety Plan was last reviewed and updated on 9/25/18 and it was approved by the School Site Council and the School Board in October.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	7.0	3.1
Expulsions Rate	0.0	0.3	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	6.1	5.4
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3
Other	1
Average Number of Students per Staff Member	
Academic Counselor	308

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	24.0	22.0	21.0	14	23	26	19	14	24	4	4	2
Mathematics	26.0	26.0	26.0	10	10	8	10	15	22	5	7	7
Science	26.0	25.0	23.0	3	7	7	12	9	11	2	4	2
Social Science	31.0	29.0	26.0	1	3	3	13	13	18	6	7	5

\* 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.

### Professional Development provided for Teachers

Teachers take time each year to improve their teaching skills and extend their knowledge of the subjects they teach. This year the focus has been on Literacy across the curriculum. With 20 Early Release Days and 2 Professional Development days, teachers will have professional development on instructional strategies that focus on student engagement and enhancing their instruction with Literacy. Many teachers have also attended after school workshops and conferences. Students have a study hall class and teachers get 3.5 hours per week of department collaboration that provides time and support to students and staff.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,119	\$45,681
Mid-Range Teacher Salary	\$74,448	\$70,601
Highest Teacher Salary	\$93,111	\$89,337
Average Principal Salary (ES)	\$102,353	\$110,053
Average Principal Salary (MS)	\$105,299	\$115,224
Average Principal Salary (HS)	\$122,929	\$124,876
Superintendent Salary	\$176,916	\$182,466
Percent of District Budget		
Teacher Salaries	34.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Orestimba provides students resources for tutoring and support for all students in all courses including:

Before and After School Enrichment Program (BASE)

Khan Academy

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. Khan Academy tackles math, science, computer programming, history, art history, economics, and more.

Revolution Prep

Newman Crows Landing USD has partnered with Revolution Prep to provide Orestimba High School students a live-online homework help tool. Students have unlimited access to Revolution Prep's tutors in all major subjects, including Advanced Placement. Students will be able to see the tutor via webcam, ask questions, and receive help on their homework problems.

Power School for Parents & Guardians

PowerSchool is an easy-to-use, web-based student information system in which parents of students can access their child's grades, grade history, and attendance, and even communicate with teachers. Parents can also set their email notifications to receive automatic progress reports.

Access to student's grades and missing assignments.

FuelEducation is our online platform for credit recovery to keep all students on target for graduation.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,445.41	\$1,256.23	\$6,189.18	\$75,803.62
District	◆	◆	\$8,082.08	\$72,904.00
State	◆	◆	\$7,125.00	\$71,392.00
Percent Difference: School Site/District			-26.5	3.9
Percent Difference: School Site/ State			-14.1	6.0

\* Cells with ◆ 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Orestimba High School of NCLUSD	2014-15	2015-16	2016-17
Dropout Rate	0.0	1.6	0.0
Graduation Rate	100.0	98.4	99.0
Newman-Crows Landing Unified	2014-15	2015-16	2016-17
Dropout Rate	1.5	3.4	1.9
Graduation Rate	98.5	96.6	97.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	601
% of pupils completing a CTE program and earning a high school diploma	10
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1.7

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	43.4

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	4	◆
Fine and Performing Arts	0	◆
Foreign Language	3	◆
Mathematics	2	◆
Science	0	◆
Social Science	2	◆
All courses	11	14.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	96.4	95.8	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	97.8	97.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	91.3	90.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	99.2	100.0	88.6
English Learners	93.8	92.3	56.7
Students with Disabilities	92.9	93.3	67.1
Foster Youth	0.0	0.0	74.1

### Career Technical Education Programs

Orestimba High School offers pathways in Computer Technology, Agriculture Mechanics, Agricultural Welding, Agriculture Science, and Veterinary Science, and Public Safety. Orestimba has also added elective classes in the areas of Ag Foods, Sports Officiating, and Intro to Psychology.

### 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.