



Orestimba High School of NCLUSD

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

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<https://www.nclusd.org/o/orestimba-high-school>

2019-20 School Accountability Report Card Published During the 2020-21 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 Mendoza
Director of Fiscal Services

Matt Vargas
Director of Maintenance and
Operations

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 2020-2021 high school enrollment consists of 952 students. The ethnic demographics of our school reflect the following: 77.9% Hispanic, 16.7% White, 1.6% African American, 0.2% American Indian or Alaska Native, 0.4% Asian, 0.7% Filipino and 0.3% Pacific Islander.

With regards to the students' socioeconomic status, 64.5% are identified as low-income, based upon the guidelines of the free and reduced lunch program. 18.2% 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 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 classes are available to beginning and early intermediate students. Intervention classes have been implemented using Read 180, Achieve 3000 and Actively Learn to support students with their study skills and provide academic literacy support.

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. Our district currently employs two Program Specialists to ensure compliance and best programming for IEP's.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 266 |
| Grade 10 | 224 |
| Grade 11 | 256 |
| Grade 12 | 206 |
| Total Enrollment | 952 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.4 |
| Filipino | 0.7 |
| Hispanic or Latino | 77.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 16.7 |
| Two or More Races | 2.1 |
| Socioeconomically Disadvantaged | 64.5 |
| English Learners | 18.2 |
| Students with Disabilities | 9 |
| 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 for Orestimba High School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 46 | 46 | 47 |
| Without Full Credential | 2 | 1 | 0 |
| Teaching Outside Subject Area of Competence | 0 | | 0 |

| Teacher Credentials for Newman-Crows | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 142 |
| Without Full Credential | ♦ | ♦ | 12 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Orestimba High School of NCLUSD

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| 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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|---|
| Reading/Language Arts | Literature and Language Arts/ Holt 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Biology/ Biology/ Kendall Hunt 2002 Physics/ Physics/ Wilsons 2002 Chemistry/ World of Chemistry/ Houghton and Mifflin 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | World History: The Modern World, California Edition / Pearson 2019 10th AP World History: Ways of the World: A Global History with Sources/ Bedford, Freeman, and Worth Publishers 2019 United States History: The Twentieth Century, California Edition /Pearson 2019 America’s History for the AP Course, 9th Ed. - Bedford, Freeman, and Worth & Documenting United States History: Themes Concepts, and Skills for the AP Course - Bedford, Freeman, and Worth 2019 Economics: Principles in Action/ Pearson 2019 American Government, California Edition/ Pearson 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | Spanish/ Asi Se Dice/ Glenco 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Health | Success 101 Curriculum 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)

Overall, Orestimba High School is a clean and safe campus. Each year, we make improvements to our campus. This last year, we remodeled our library and painted and installed new carpet in our office complex building. We also made improvements to our Agriculture facilities by installing a sheet barn and a process green house.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/20/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Fair | Cafeteria RR Boys: #2 Exhaust fans not running, poor ventilation; #3 Leaking vacuum breakers; Recommendation: Tighten 2nd sink faucet K wing boys RR: #3: leaking flush valves; Recommendation: Clean exterior drinking faucets regularly; Recommendation: Reset breaker on hand dryer K wing girls RR: #2: no exhaust fan running; #3: multiple leaking flush valves |
| Interior: Interior Surfaces | Fair | Cafeteria RR Girls: #4 Corrosion around faucets/flush valves need to be cleaned CR-K4: #4: spider webs around doors/windows and dirty window sills CR-K7: #4: Dirty stained walls/dirty window sills; Recommendation: Remove paper on exit door CR-P4: #4: Dirty window blinds/dirty HVAC vents; #15: door difficult to latch |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | CR-J4: #5: spider webs around all corners/dirty walls; #9 Dirty science sinks Kitchen/Cafeteria: #5 Clean calcium on sink faucets/clean under kitchen island |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Ag Shop A-1: #9: drinking fountain not functioning CR-J4: #5: spider webs around all corners/dirty walls; #9 Dirty science sinks |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | CR-P4: #4: Dirty window blinds/dirty HVAC vents; #15: door difficult to latch |
| Overall Rating | | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|------------------|---------------|---|
| | Good | |

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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 50 | N/A | 40 | N/A | 50 | N/A |
| Math | 22 | N/A | 25 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 11 | N/A | 14 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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, Ag Boosters, and Band Boosters. 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 be 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 (School Year 2020-2021)

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 9/25/20 and it was approved by the School Site Council and the School Board in October.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.1 | 6.0 | 5.4 | 6.6 | 3.5 | 3.5 |
| Expulsions | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 3.99 | 4.45 | |
| Expulsions | 0.21 | 0.1 | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 317.3 |

*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 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.6 |
| Resource Specialist (non-teaching) | |
| Other | 0.5 |

*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.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| English | 21 | 26 | 24 | 2 | 24 | 11 | 32 | 2 | 26 | 9 | 31 | |
| Mathematics | 26 | 8 | 22 | 7 | 25 | 9 | 28 | | 25 | 9 | 23 | 3 |
| Science | 23 | 7 | 11 | 2 | 24 | 6 | 12 | | 25 | 7 | 10 | 3 |
| Social Science | 26 | 3 | 18 | 5 | 29 | 3 | 14 | 8 | 29 | 3 | 14 | 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.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

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 providing time and support to students and staff.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$51,605 | \$47,145 |
| Mid-Range Teacher Salary | \$78,215 | \$74,952 |
| Highest Teacher Salary | \$97,518 | \$96,092 |
| Average Principal Salary (ES) | \$108,306 | \$116,716 |
| Average Principal Salary (MS) | \$117,397 | \$120,813 |
| Average Principal Salary (HS) | \$129,150 | \$131,905 |
| Superintendent Salary | \$204,409 | \$192,565 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 30.0 | 31.0 |
| 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/.

Types of Services Funded

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

Study Hall

Study Hall provides students a structured, scheduled academic environment and gives them the opportunity to complete assignments and access school resources.

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

| Rate for Orestimba High School of | 2016-17 | 2017-18 | 2018-19 |
|-----------------------------------|---------|---------|---------|
| Dropout Rate | 0 | 0.5 | 0 |
| Graduation Rate | 99 | 99 | 99.1 |

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|------------|------------|--------------|------------------------|
| School Site | \$7,118.44 | \$1,428.33 | \$5,690.10 | \$84,552.28 |
| District | N/A | N/A | \$12,835.52 | \$73,122 |
| State | N/A | N/A | \$7,750 | \$75,706 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -77.1 | 14.5 |
| School Site/ State | -30.7 | 11.0 |

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

| Rate for Newman-Crows Landing | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------|---------|---------|---------|
| Dropout Rate | 1.9 | 2.4 | 2.2 |
| Graduation Rate | 97.2 | 95.2 | 95.6 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 867 |
| % of pupils completing a CTE program and earning a high school diploma | 71.1 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 3.3 |

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 | 99.69 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 47.85 |

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 Sports Officiating, Intro to Psychology, Broadcast Journalism, Anatomy and Physiology and Human Geography.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 3 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | 4 | N/A |
| Mathematics | 1 | N/A |
| Science | 2 | N/A |
| Social Science | 4 | N/A |
| All courses | 14 | 22.3 |

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