



Orestimba High School of NCLUSD

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

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2016-17 School Accountability Report Card Published During the 2017-18 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, Clerk
Paul Wallace
Tim Bazar
Vernon Snodderly

District Administration

Randy Fillpot
Superintendent
Dave Kline
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 2016-2017 high school enrollment consists of 850 students. The ethnic demographics of our school reflect the following: 71.9% Hispanic and 22% white.

With regards to the students' socioeconomic status, 59% 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.

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.

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 also created a new position of 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	229
Grade 10	214
Grade 11	201
Grade 12	196
Total Enrollment	840

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	0.5
Filipino	0.8
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.8
White	19
Two or More Races	2.3
Socioeconomically Disadvantaged	69.5
English Learners	25.2
Students with Disabilities	7.5
Foster Youth	0

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	15-16	16-17	17-18
With Full Credential	34	35	37
Without Full Credential	1	5	5
Teaching Outside Subject Area of Competence	1	0	0
Newman-Crows Landing Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Orestimba High School of	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	.16	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt: Literature and Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pre-Calculus, Calculus, Survey of Math Math I, Math II, and Math III, Math Vision Project The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt: Earth Science Kendall Hunt: Biology McDougal Littell: World of Chemistry McGraw/Hill Glencoe: Science Interactions I and II The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Prentice Hall: Drive Right McGraw/Hill Glencoe: World History/Modern Times, The American Vision The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Glencoe: Asi Se Dice The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A 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 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: 9/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Girls Locker Room: #3Toilets slow to drain, #8 Faucet not working Kitchen / Cafeteria: #2 Cafeteria HVAC return vents dirty #5 Grease on floor around rotisserie, dirty floors Library: #3 Drinking faucet not draining, #13 Possible roof leak, drips down peak
Interior: Interior Surfaces	X			J3: #4 Dirty countertops and sinks, #10 Missing tag on fire extinguisher

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Boys Locker Room: #5 Spider webs around door, windows #9 Broken sink faucet Kitchen / Cafeteria: #2 Cafeteria HVAC return vents dirty #5 Grease on floor around rotissere, dirty floors Welding Shop A2: #6 Spiders, flies, webs on window sils
Electrical: Electrical	X			CR - B3: #7 Low voltage data cable socket out from wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys Locker Room: #5 Spider webs around door, windows #9 Broken sink faucet Cafeteria Boys RR: #9 Missing faucet handle, parts on partition trim hanging, dirty tile in the ADA stall Cafeteria Girs RR: #8 Four toilets leaking breather Girls Locker Room: #3Toilets slow to drain, #8 Faucet not working
Safety: Fire Safety, Hazardous Materials	X			CR - P2: #10 Fire extinguisher not inspected J3: #4 Dirty countertops and sinks, #10 Missing tag on fire extinguisher
Structural: Structural Damage, Roofs	X			Library: #3 Drinking faucet not draining, #13 Possible roof leak, drips down peak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	61	66	41	41	48	48
Math	15	21	24	24	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	204	202	99.0	41.1
Male	96	96	100.0	42.7
Female	108	106	98.2	39.6
Hispanic or Latino	157	156	99.4	32.1
White	37	36	97.3	77.8
Socioeconomically Disadvantaged	129	127	98.5	31.5
English Learners	50	49	98.0	8.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	36	41	39	46	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.9	27.7	24.6

* 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 2016-17 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	195	194	99.49	65.98
Male	89	89	100	64.04
Female	106	105	99.06	67.62
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	149	149	100	61.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	96.97	87.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	132	100	62.88
English Learners	59	59	100	33.9
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 2016-17 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	196	195	99.49	20.51
Male	89	89	100	20.22
Female	107	106	99.07	20.75
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	150	150	100	17.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	96.97	37.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	133	100	13.53
English Learners	59	59	100	5.08
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. The Newman Crows Landing Unified School District uses PowerAnnounce services to keep parents informed of important meetings and events focused towards the progress of their student's education. Orestimba High School also uses 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.

New this year, all schools participated in Back To School Festival, 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 Safe School Plan is approved by the School Site Council and the School Board annually.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.1	3.8	7.0
Expulsions Rate	0.1	0.0	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	3.0	3.8	6.1
Expulsions Rate	0.2	0.0	0.2
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	57.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	.6
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	2
Other	1
Average Number of Students per Staff Member	
Academic Counselor	386

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	20	20	24	22	22	14	17	17	19			4
Mathematics	24	24	26	11	11	10	20	20	10	3	3	5
Science	25	25	26	7	7	3	10	10	12	2	2	2
Social Science	29	29	31	1	1	1	15	15	13	5	5	6

* 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 Technology, Literacy across the curriculum, and Mathematics. With 20 Early Release Days and 3 Professional Development days, teachers will have professional development on instructional strategies that focus on student engagement and enhancing their instruction with technology. Many teachers have also attended after school workshops and conferences. Orestimba has added one period. Students all get a study hall class and teachers get 3.5 hours per week of department collaboration.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,156	\$44,144
Mid-Range Teacher Salary	\$72,988	\$69,119
Highest Teacher Salary	\$91,403	\$86,005
Average Principal Salary (ES)	\$103,325	\$106,785
Average Principal Salary (MS)	\$100,228	\$111,569
Average Principal Salary (HS)	\$120,519	\$121,395
Superintendent Salary	\$173,448	\$178,104
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	6%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10596.64	\$2382.30	\$8214.34	\$76820.00
District	♦	♦	\$10285.00	\$72,245
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-20.1	6.3
Percent Difference: School Site/ State			25.0	10.3

* Cells with ♦ do not require data.

Types of Services Funded

As required by the Program Improvement process, Orestimba High School and the Newman Crows Landing Unified School District have generated a list independent tutoring services that are available for under-achieving students. Families have been informed in writing of the private tutoring services that are available to assist their students. Once students have been referred to one of our independent tutoring services, their schedule of services are coordinated by the program's director. Orestimba offers tutoring for all students and all courses in the After School Program, (ASP).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2013-14	2014-15	2015-16
Orestimba High School of NCLUSD			
Dropout Rate	1.9	0	1.6
Graduation Rate	96.1	100	98.42
Newman-Crows Landing Unified			
Dropout Rate	4.4	1.5	3.4
Graduation Rate	93.44	98.48	96.6
California			
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.29
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	33.16

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts		◆
Foreign Language	1	◆
Mathematics	1	◆
Science		◆
Social Science	1	◆
All courses	5	15.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	100	98.05	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	100	100	80.17
Asian	100	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	96.6	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	100	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	63.9
English Learners	100	90.7	55.44
Students with Disabilities	100	100	85.45
Foster Youth	100	100	68.19

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. We are just getting many of the pathways fully developed.

DataQuest

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