

Orestimba High School of NCLUSD

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2023-24 School Contact Information

School Name	Orestimba High School of NCLUSD
Street	707 Hardin Rd.
City, State, Zip	Newman, CA. 95360
Phone Number	209-862-2916
Principal	Leslie Jelen - Interim Principal
Email Address	nclusd.k12.ca.us
School Website	https://www.nclusd.org/o/orestimba-high-school
County-District-School (CDS) Code	50-73601-5035902

2023-24 District Contact Information

District Name	Newman-Crows Landing Unified School District
Phone Number	(209) 862-2933
Superintendent	Randy Fillpot
Email Address	RFillpot@nclusd.k12.ca.us
District Website	www.nclusd.org

2023-24 School Description and Mission Statement

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: alignment with our WASC action plan - updating and aligning our mission and vision statements to reflect academic goals and student learning outcomes, updating the 2024-2025 course catalog to offer clear pathways for student graduation, continued math and literacy improvement, providing interventions for low performing subgroups, specifically English language learners to increase academic success, and developing additional Social-Emotional Supports and procedures to meet the needs of all students.

Our 2023-2024 high school enrollment consists of 993 students. The ethnic demographics of our school reflect the following:

2023-24 School Description and Mission Statement

79% Hispanic, 14% White, 2.5% African American, 0.20% American Indian or Alaska Native, 1.6% Asian, and 2.3% students belong to two or more race categories. With regards to the student's socioeconomic status, 57% are identified as low-income, based upon the guidelines of the free and reduced lunch program.

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 school farm allows all students 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. This school year we have identified 25% of our students as 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 to support students with their study skills and provide academic literacy support.

Special Education programs, as well as 504/SST plans, continue to be strengthened at Orestimba High School. 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 Program Specialists to ensure compliance and the best programming for IEPs.

We are continuously working on systems and processes to ensure safe and welcoming facilities, and establishing positive relationships with/between parents, students, and staff.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Total Enrollment	1,045

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.2%
Asian	0.7%
Black or African American	2%
Filipino	0.9%
Hispanic or Latino	79%
Two or More Races	2.7%
White	14.5%
English Learners	23.2%
Foster Youth	0.3%
Homeless	0.1%
Migrant	3.7%
Socioeconomically Disadvantaged	58.9%
Students with Disabilities	13.8%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.50	85.48	119.70	80.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	2.45	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	6.54	11.60	7.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	3.32	6.60	4.43	12115.80	4.41
Unknown	2.00	4.63	7.90	5.34	18854.30	6.86
Total Teaching Positions	45.10	100.00	149.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	83.24	127.50	82.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.40	3.55	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	4.44	7.80	5.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	4.44	4.10	2.68	11953.10	4.28
Unknown	3.50	7.88	9.60	6.24	15831.90	5.67
Total Teaching Positions	45.00	100.00	154.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.90	1.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.50	2.00
Total Out-of-Field Teachers	1.50	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature and Language Arts/ Holt, 3rd course 2009, 4th course 2010, 5th course 2009	Yes	0
Mathematics	Pre-Calculus/ Pre-Calculus with Applications/ Glenco 2008	Yes	0

	Calculus/ Calculus Graphic, Numerical, Algebraic/ Pearson 2006 Survey of Math/ A Survey of Mathematics with Applications / Pearson 2009 Math I, Math II, and Math III, Math Vision Project/ 2013 Advanced Mathematical Concepts Glencoe/McGraw-Hill, 2008		
Science	Biology/ California the Living Earth/Savvas 2021 AP Biology/ AP Biology Campbell Biology in Focus/ Savvas 2021 Physics/Physics/Wilsons 2002 Chemistry/Experience Chemistry/Savvas 2021 AP Chemistry/Chemistry, A Molecular Approach/Pearson 2014 Environmental Science/Environmental Science, Your World, Your Turn/Savvas 2021	Yes	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	Yes	0
Foreign Language	Spanish/ Vista: Piloted and Adopted Senderos 1A, 2, 3 – 2023 Galeria B – 2020 Perspectivas 2022 Temas -2024 Reflexiones – 2013	Yes	0
Health	Success 101 Curriculum	Yes	0
Visual and Performing Arts	N/A	No	0

School Facility Conditions and Planned Improvements

Overall, Orestimba High School is a clean and safe campus. Each year, we make improvements to our campus.

Year and month of the most recent FIT report

09/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Kitchen/Cafeteria - Leaking faucet spout causing hard water stains

School Facility Conditions and Planned Improvements				
				Cafeteria Girls RR - Sink faucet not working Ag shop CR-A2 - Sink and drinking faucet dirty - needs deeper clearing
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boys RR - floors need deeper cleaning
Electrical	X			Cafeteria Girls RR - light out entryway is dark K- Wing Girls RR - Center light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		K-Wing Boys RR - Stained urinals - 2 broken soap dispensers Girls RR - Locker Room - Stained toilet seat - no seat protectors stocked
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	60	35	35	47	46
Mathematics (grades 3-8 and 11)	16	16	18	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	237	226	95.36	4.64	60.00
Female	121	115	95.04	4.96	71.05
Male	116	111	95.69	4.31	48.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	189	178	94.18	5.82	56.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	81.25
English Learners	59	51	86.44	13.56	13.73
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	164	156	95.12	4.88	56.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	31	81.58	18.42	9.68

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	235	226	96.17	3.83	16.37
Female	120	115	95.83	4.17	10.43
Male	115	111	96.52	3.48	22.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	188	180	95.74	4.26	12.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	34.38
English Learners	58	52	89.66	10.34	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	156	95.71	4.29	12.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	31	81.58	18.42	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.63	22.55	15.31	19.59	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	486	480	98.77	1.23	22.71
Female	241	238	98.76	1.24	23.11
Male	245	242	98.78	1.22	22.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	390	384	98.46	1.54	19.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	68	68	100.00	0.00	38.24
English Learners	91	87	95.60	4.40	1.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	338	334	98.82	1.18	18.86
Students Receiving Migrant Education Services	17	17	100.00	0.00	17.65
Students with Disabilities	62	57	91.94	8.06	5.26

2022-23 Career Technical Education Programs

CTE Advisory Committee: Leslie Jelen (Interim-School Principal), Sal Costilla (Chair, Industry: Dairy/ Forage Specialist), Joe Garcia (Industry: Landscaping, owner), Gaby Ortiz (Industry: Simplot), John Gomes (Industry: PCA, Stanislaus Farm), Justin Zalinski (Industry: Custom Harvest), Brent Azevedo (Industry: Sheep Grower).

Orestimba High School offers pathways in:

Agriculture Mechanics, courses (Ag Mechanics I, Ag Mechanics II, Ag Welding, Ag Fabrication).

Animal Science, courses (Ag Biology, Animal Science, Veterinary Science).

Agriculture Science, courses (Ag Science, Ag Biology, Ag Chemistry, Advanced Interdisciplinary Science).

Ornamental Horticulture, courses (Intro to Floral Design, Art/ History Floral Design).

Arts/ Media, courses (Intro to Graphic Design, Advanced Graphic Design).

Software & Systems Development, courses (Robotics I, Robotics II).

Visual Arts, courses (Multi Media Prod I, Multi Media Prod II, Music Tech).

Games and Simulation, courses (Computer Prog I, Computer Prog II, E Sports).

Media Arts, courses (Intro to Media Arts, Intermediate Media Arts, Advanced Media Arts).

Computer Technician, courses (Intro to Computer Science, Computer Tech).

Criminal Justice PS, courses (History of Criminal Justice).

Orestimba has elective classes in the areas of Drama, History of Criminal Justice, Intro to Psychology, Anatomy and Physiology, and Human Geography.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	899
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	47.25

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.3	88.7	91.2	86.5	95.6

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
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 Teacher 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 App, ParentSquare, Peachjar, Social Media platforms, emails, and text messages to keep parents informed of important meetings and events focused on the progress of their student's education, pertinent events, and college and career opportunities. Freshman Orientation days are held for students and parents to be introduced to the campus and clubs. Senior nights, informational meetings, and events 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. All events, presentations, and documents are prepared in both English and Spanish and an interpreter is provided.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.6	3.1	1.2	7.9	7.5	3	9.4	7.8	8.2
Graduation Rate	96.2	94.3	96.4	90.2	89.7	94	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	252	243	96.4
Female	123	122	99.2
Male	129	121	93.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	203	200	98.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	36	31	86.1
English Learners	59	58	98.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	214	208	97.2
Students Receiving Migrant Education Services	13	12	92.3
Students with Disabilities	33	29	87.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1103	1078	287	26.6
Female	549	536	157	29.3
Male	554	542	130	24.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	7	7	2	28.6
Black or African American	24	24	11	45.8
Filipino	10	10	2	20.0
Hispanic or Latino	872	851	219	25.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	28	9	32.1
White	158	155	43	27.7
English Learners	261	251	71	28.3
Foster Youth	4	4	2	50.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	746	728	211	29.0
Students Receiving Migrant Education Services	40	40	16	40.0
Students with Disabilities	165	160	67	41.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.07	5.08	0.03	3.20	4.55	0.20	3.17	3.60
Expulsions	0.00	0.19	0.54	0.00	0.09	0.18	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.08	0.54
Female	1.46	0
Male	8.66	1.08
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	8.33	0
Filipino	0	0
Hispanic or Latino	5.05	0.69
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.9	0
White	5.06	0
English Learners	8.05	1.15
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.17	0.8
Students Receiving Migrant Education Services	5	0
Students with Disabilities	12.73	1.21

2023-24 School Safety Plan

The Orestimba High School Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty, and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving Orestimba High School. At all times the site and district will work together to ensure the safety of our students, staff, and surrounding community. A special committee comprised of administration, certificated staff, classified staff, and parents review the safety plan yearly and make recommendations where needed. The committee meets as necessary to review the appropriateness of the plan and review any safety updates that may arise. The School Safety Plan was last reviewed and updated in November 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	10	17	12
Mathematics	25	12	18	7
Science	27	4	12	5
Social Science	31	1	11	14

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	19	8
Mathematics	26	11	21	4
Science	23	8	15	1
Social Science	26	5	14	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	22	10
Mathematics	27	9	21	8
Science	28	4	10	5
Social Science	31	3	7	17

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	373.21

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,453.79	\$1,590.83	\$8,862.96	\$78,629.01
District	N/A	N/A	\$9,667.19	\$80,382
Percent Difference - School Site and District	N/A	N/A	-8.7	-9.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	29.4	-0.7

Fiscal Year 2022-23 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 get support with standards they may need assistance with, homework assessments, and completing assignments.

Extended Student Day

Teachers support students before and after school to address learning gaps/recovery.

Teachers can also refer students for tutoring sessions with College Corps Tutors from CSU Stanislaus. OHS students can meet with College Corps Tutors during their Study Hall Period.

Power School for Parents & Guardians and CANVAS are digital platforms to support parents or guardians to monitor students grades, assignment completion and communicate with teachers. Parents can also set their email notifications to receive automatic progress reports. Power School and Canvas provides easy and quick access for student success.

Orestimba High School uses Edgenuity as an online program for credit recovery to help students who have fallen behind in credits or have failed courses meet graduation requirements.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,678	\$50,875
Mid-Range Teacher Salary	\$84,388	\$79,761
Highest Teacher Salary	\$98,741	\$103,045
Average Principal Salary (Elementary)	\$121,613	\$128,154
Average Principal Salary (Middle)	\$130,429	\$131,774
Average Principal Salary (High)	\$143,523	\$142,676
Superintendent Salary	\$187,549	\$211,462
Percent of Budget for Teacher Salaries	31.02%	30.11%
Percent of Budget for Administrative Salaries	5.38%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

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 increasing math skills, and literacy across the curriculum and providing academic access to all students with Special Education and English Learners. 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 to collaborate and share teaching strategies to support student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	14