

# John H. Pitman High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	John H. Pitman High School
<b>Street</b>	2525 West Christofferson Pkwy.
<b>City, State, Zip</b>	Turlock, CA 95382-9509
<b>Phone Number</b>	(209) 226-6500
<b>Principal</b>	Angela Freeman
<b>Email Address</b>	afreeman@turlock.k12.ca.us
<b>School Website</b>	<a href="https://www.turlock.k12.ca.us/Domain/16">https://www.turlock.k12.ca.us/Domain/16</a>
<b>County-District-School (CDS) Code</b>	50757395030283

## 2022-23 District Contact Information

<b>District Name</b>	Turlock Unified School District
<b>Phone Number</b>	209.667.0633
<b>Superintendent</b>	Dana Trevethan
<b>Email Address</b>	dtrevethan@turlock.k12.ca.us
<b>District Website Address</b>	www.turlock.k12.ca.us

## 2022-23 School Overview

Pitman High School (PHS), Home of the Pride, is a comprehensive high school in Turlock, CA with approximately 2071 students in grades 9 – 12 and approximately 200 staff members. PHS serves a diverse student body including 290 English Learners and 194 students who receive special education services. We have a variety of courses offered for student interest levels, academic needs, and career pathways. We have 28 sections of Advanced Placement courses and approximately 50 sections of CTE courses.

PHS MISSION: Success for Each Student...Pitman students will graduate as responsible citizens who are college and career ready.

PHS VISION: Pitman High School...THE model for success through innovation and support for all.

PHS Motto: Never Settle, Never Quit...Roll Pride!

Our Collective Commitments: In order to fulfill our mission and reach our vision, each member of the staff commits to the following:

- We will be committed to the growth and welfare of all students by putting them first.
- We will provide a safe and secure learning environment.
- We will focus on student learning and results through frequent assessment and active collaboration.
- We will acknowledge our current reality and employ best practices.
- We will encourage and support one another as we learn and grow.
- We will be solution-oriented and model positive, patient, and open-minded behavior.
- We will provide meaningful and timely communication.
- We will hold ourselves accountable to these commitments.
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## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	540
Grade 10	561
Grade 11	545
Grade 12	430
Total Enrollment	2,076

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.0
American Indian or Alaska Native	0.5
Asian	8.7
Black or African American	1.8
Filipino	0.3
Hispanic or Latino	55.0
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.3
White	30.4
English Learners	14.2
Foster Youth	0.2
Homeless	0.1
Migrant	1.6
Socioeconomically Disadvantaged	55.7
Students with Disabilities	9.8

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	78.80	82.70	551.80	86.43	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.70	0.76	3.70	0.58	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	1.02	13.60	2.13	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.70	9.14	35.90	5.63	12115.80	4.41
<b>Unknown</b>	6.00	6.36	33.30	5.22	18854.30	6.86
<b>Total Teaching Positions</b>	95.30	100.00	638.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	83.00	86.96	562.30	88.04	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	0.63	8.60	1.35	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	1.96	7.70	1.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.80	4.02	24.70	3.87	11953.10	4.28
<b>Unknown</b>	6.10	6.42	35.30	5.53	15831.90	5.67
<b>Total Teaching Positions</b>	95.50	100.00	638.70	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	1.50
Misassignments	0.30	0.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.90</b>	<b>1.80</b>

## 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	8.70	3.80
<b>Total Out-of-Field Teachers</b>	<b>8.70</b>	<b>3.80</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	0.20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 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
<b>Reading/Language Arts</b>	Grades 9-11: Edge Reading, Writing & Language (Level A, Level B, and Level C) English Intensive Intervention Program & ELD/2014, Grade 9: MyPerspectives ELA/2017, Grades 10&11: MyPerspectives ELA/2017 Grade 11 AP The Language of Composition/2018; Grade 11 AP The Norton Reader/2016; Grade 12 AP The Bedford Intro to Lit/2008; Grade 12: Expository Reading and Writing Course/2013; Grade 12 They Say, I Say/2013	Yes	0
<b>Mathematics</b>	Grades 9-10 Integrated Math 1/2015; Grades 9-10 Integrated Math 1 Honors/2015; Grade 10 Integrated Math II/2016;	Yes	0

	Grade 10 Integrated Math II Honors/2016; Grade 11 Integrated Math III/2017 Grade 11 Integrated Math III Honors/2017; Grade 12 Transition to College Level Math/2020; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics/2015		
<b>Science</b>	Grades 9-12 Biology California/2008; Grades 9-12 Honors Campbell Essential Biology with Physiology/2010; Grades 11-12 AP Biology 12th Edition/2020; Grades 9-12 Chemistry California 2007; Grades 9-12 Honors Basic Chemistry 5th Edition/2017; Grades 9-12 AP Chemistry/2012,2015; Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2002, 2009; Grades 9-12 College Physics/2014 Grades 9-12 AP Physics/2002	Yes	0
<b>History-Social Science</b>	Grade 10 Impact: World History Culture & Geography- Modern World Ca Edition/2019; Grade 10 Western Civilization/2016; Grade 10 Ways of the World/2020; Grade 11 Impact: United States History/Geo./2019; Grade 11 The American Pageant/2012,2016; Grade 12 American Government & Politics Today 2012; Grade 12 AP American Politics Today/2017 Grade 12 Impact: Principles of American Democracy/2019; Grade 12 Impact: Principles of Economics/2019; Grade 12 AP Krugman's Economics for AP/2011	Yes	0
<b>Foreign Language</b>	Grades 9-12 Spanish: Descubre Levels 1-3, Vista Higher Learning/2017; Espanol Escrito 5, Pearson/2005; Reflexiones, AP Edition, Pearson/2013, Mundo Real & Mundo Real 2, Cambridge/2015; Abriendo Paso: Lecturas, Abriendo Paso Gramatica, Pearson/2014; Imagina: Espanol sin b; Grades 9-12 Portuguese: Ponto De Encontro, Prentice Hall/2007; Grades 9-12 German: Geni@Klick German Textbook Level 1 & 2, Klett-Langenscheidt/2013; Grades 9-12 French Discovering French Today! Level 1 -3, McDougal Littell/2013	Yes	0

### School Facility Conditions and Planned Improvements

An assessment was done in September 2022 using the Facility Inspection Tool (FIT), Pitman High is currently a Williams School as such this inspection was completed by SCOE representative John Cicinato. The school buildings and grounds of Pitman High have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges, and all visitors check in and out at the school office. Cleanliness: Pitman High School employees 1 Operations Manager, 1 Head Custodian, 5 Custodians and 4 Groundskeepers. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Pitman High School was constructed in 2002 and continues to be maintained to high standards. A modernization was completed in December 2019 which included improvements to athletic fields, culinary arts, fire alarm and security fencing. Adequacy: The Turlock Unified School District prides itself in offering clean, safe, and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated September 2022 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

**Year and month of the most recent FIT report**

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

### School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	60	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	22	N/A	25	N/A	33

## 2021-22 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
<b>All Students</b>	488	481	98.57	1.43	59.88
<b>Female</b>	247	244	98.79	1.21	62.30
<b>Male</b>	240	236	98.33	1.67	57.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	44	43	97.73	2.27	74.42
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	244	240	98.36	1.64	56.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	46.67
<b>White</b>	168	166	98.81	1.19	61.45
<b>English Learners</b>	53	50	94.34	5.66	6.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	222	220	99.10	0.90	49.09
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	45.45
<b>Students with Disabilities</b>	36	35	97.22	2.78	20.00

## 2021-22 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
<b>All Students</b>	489	483	98.77	1.23	22.15
<b>Female</b>	248	245	98.79	1.21	19.18
<b>Male</b>	240	237	98.75	1.25	25.32
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	44	44	100.00	0.00	43.18
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	245	240	97.96	2.04	16.25
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	26.67
<b>White</b>	168	167	99.40	0.60	25.15
<b>English Learners</b>	53	52	98.11	1.89	5.77
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	223	219	98.21	1.79	17.35
<b>Students Receiving Migrant Education Services</b>	11	10	90.91	9.09	--
<b>Students with Disabilities</b>	36	35	97.22	2.78	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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	21.64	25.92	22.84	28.5	29.47

## 2021-22 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
<b>All Students</b>	903	731	80.95	19.05	21.64
<b>Female</b>	453	359	79.25	20.75	19.83
<b>Male</b>	449	371	82.63	17.37	23.45
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	85	61	71.76	28.24	32.79
<b>Black or African American</b>	15	9	60	40	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	464	392	84.48	15.52	18.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	18	78.26	21.74	27.78
<b>White</b>	301	239	79.4	20.6	23.95
<b>English Learners</b>	95	80	84.21	15.79	1.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	420	341	81.19	18.81	14.66
<b>Students Receiving Migrant Education Services</b>	16	13	81.25	18.75	15.38
<b>Students with Disabilities</b>	69	62	89.86	10.14	3.23

## 2021-22 Career Technical Education Programs

Pitman High School  
CTE Sectors, Pathways & Courses  
2022-2023

Sector: Agriculture & Natural Resources

Pathways:

- Ag Mechanics

Courses: Ag Engineering, Ag Welding, Welding & Fabrication

- Agriscience

Courses: Biology & Sustainable Ag, Chemistry & Agriscience, Advanced Interdisciplinary Science

- Animal Science

Courses: Vet Science, Animal Anatomy Physiology & Vet Medicine

- Ornamental Horticulture

Courses: History of Floral Art, Floral Design

- Ag Business

Courses: Ag Business Leadership

Sector: Arts, Media & Entertainment

Pathways:

- Production & Managerial Arts

Courses: Video Arts, Broadcast & Video Production I

Sector: Ed, Child Development & Family Services

Pathways:

- Education

Courses: Child Development & Guidance, Educational Psychology, Early Childhood Ed.

Sector: Information & Communication Technology

Pathways:

- Software & Systems Development

Courses: Exploring Computer Science, AP Computer Science

- Games & Simulations

Courses: Computer Game Development

Sector: Business & Finance

Pathways:

- Business Management

Courses: Intro to Business & Technology, Small Business Management

- Financial Services

Courses: Business & Finance

Sector: Health Science & Medical Technology

Pathways:

- Patient Care

Courses: Anatomy & Physiology, Sports Medicine

Sector: Hospitality, Tourism & Recreation

Pathways:

- Food Service & Hospitality

Courses: Food & Nutrition, Culinary Arts

Sector: Public Service

## 2021-22 Career Technical Education Programs

Pathways:

- Public Safety

Courses: Criminal Justice, Criminal Investigation

CTE Program Totals for Pitman High: 8 Sectors, 14 Pathways, 30 Courses

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1014
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.74
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	59.37

## 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.

## 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	93.0%	93.2%	93.7%	92.8%	93.7%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Opportunities for parental involvement at Pitman High School include the following:

School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Committee, Parent Advisory Council, Freshman Orientation, Pitman Budget Committee, Back-to-School Night, Sports Information Night, Annual Parents' College Information Night, Financial Aid Night, NCAA Athletic Information Night, Band Boosters, Aquatics Boosters, Green Lion Boosters, Baseball Boosters, FFA Boosters, Pitman Pride Athletic Boosters, Sober Grad Night Committee, Occupational Olympics, Individual Educational Plan (IEP) Meetings, 504 Meetings, Student Study Team Meetings, Future Farmers of America (FFA), Theater/Drama Program, and virtual/in person Parent Trainings/Information Nights. Parent surveys are utilized to collect data on various school related topics (e.g. safety, involvement, services, programs, cultural responsiveness).

Parents are always welcome to visit the Pitman High School campus; however, like all visitors, parents must check in at the receptionist desk located in the administration building. Pitman High School does afford parents the opportunity to participate in a variety of school-related curricular and co-curricular activities, and we encourage and promote parental support in meeting the needs of all students.

Contact information for formal parent organizations, including booster clubs, is available in the activities office, 209-226-6500.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1	2.3		3.2	5.2		8.9	7.8
Graduation Rate		96.2	95.7		94.2	93.1		84.2	87



## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	437	418	95.7
<b>Female</b>	218	212	97.2
<b>Male</b>	219	206	94.1
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	43	41	95.3
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	233	224	96.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	140	132	94.3
<b>English Learners</b>	58	52	89.7
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	286	270	94.4
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	49	39	79.6

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2194	2145	715	33.3
Female	1073	1049	378	36.0
Male	1119	1094	335	30.6
American Indian or Alaska Native	11	11	4	36.4
Asian	190	184	24	13.0
Black or African American	42	37	10	27.0
Filipino	7	7	0	0.0
Hispanic or Latino	1216	1190	464	39.0
Native Hawaiian or Pacific Islander	14	14	3	21.4
Two or More Races	28	27	8	29.6
White	655	644	191	29.7
English Learners	341	332	139	41.9
Foster Youth	6	5	3	60.0
Homeless	19	16	13	81.3
Socioeconomically Disadvantaged	1296	1259	500	39.7
Students Receiving Migrant Education Services	38	37	10	27.0
Students with Disabilities	224	215	106	49.3

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.85	3.07	2.45
Expulsions	0.04	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.77	9.48	0.99	6.47	0.20	3.17
Expulsions	0.00	0.05	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.48	0.05
Female	7.36	0.00
Male	11.35	0.09
American Indian or Alaska Native	0.00	0.00
Asian	3.16	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.70	0.08
Native Hawaiian or Pacific Islander	28.57	0.00
Two or More Races	7.14	0.00
White	10.69	0.00
English Learners	10.85	0.29
Foster Youth	0.00	0.00
Homeless	26.32	0.00
Socioeconomically Disadvantaged	11.19	0.08
Students Receiving Migrant Education Services	10.53	0.00
Students with Disabilities	15.18	0.00

## 2022-23 School Safety Plan

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the site on February 24, 2022.

1. Disaster procedures, routine and emergency
2. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27
3. Procedures to notify teachers of dangerous pupils pursuant to Section 49070
4. A sexual harassment policy, pursuant to subdivision (b) of Section 212.6
5. The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel" if the school has adopted a dress code. For these purposes, the safety plan defines "gang-related apparel"
6. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
7. A safe and orderly environment conducive to learning at school
8. The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291.5
9. Assessment of the current status of school crime committed on school campuses and at school related functions
10. Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	13	44	20
Mathematics	28	10	52	11
Science	23	19	33	5
Social Science	27	11	42	7

## 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	22	34	52	10
Mathematics	22	37	46	11
Science	19	30	32	1
Social Science	22	26	43	5

## 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	23	26	65	2
Mathematics	23	26	52	8
Science	22	23	26	3
Social Science	25	19	24	21

## 2021-22 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	346

## 2021-22 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)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.7

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	12,798	4,908	7,890	91,565
District	N/A	N/A	8,280	\$87,264
Percent Difference - School Site and District	N/A	N/A	-4.8	4.8
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	17.9	3.6

## 2021-22 Types of Services Funded

Pitman High School utilizes a wide variety of services that support and assist students in their academic and personal goals. Some of these include Honors and Advanced Placement classes, programs for English Learners, Visual & Performing Arts programs, Embedded intervention/enrichment (Pride Time), Mentor programs through California State University, Stanislaus, Career Technical Education (CTE) pathways, summer school, counseling groups, and after school tutoring. Pitman High School staff members are continuously working to strengthen our multi-tiered system of support (MTSS) with a focus on refining practices in each Tier of intervention. Pride Time is a block of time within the school day that provides students additional time and support in order to meet their individual needs on essential learning targets and be provided with Tier 2 and 3 intervention to close the achievement gap with skills not yet mastered. Common assessments and/or diagnostic tests are used to identify students who are in need of this additional support. The PHS Positive Behavior and Intervention Support (PBIS) team is focused on methods for increasing positive behavior and attendance through consistent interaction and support. Pitman has various supplemental materials and resources to support students (e.g., EL Paraprofessionals, Lexia, IXL, Enriching Students, Discovery Education, STAR Reading, Albert.io). The Pitman English Learner Task Force examines student progress to determine those with critical academic needs and reviews various pathways for newcomer success.

Pitman High School has a Bridge program that is an intensive intervention for students in tenth grade. The program includes a smaller class setting (e.g., 15 students maximum) and an online independent study component. Students qualify for enrollment based on specific, identified areas of need such as lack of academic progress, poor attendance, or behavioral concerns.

The PHS staff is developing various levels of support, not just academically but also for social, emotional, and behavioral needs. Pride Time Homeroom lessons include topics for class discussions such as digital citizenship, college and career readiness, behavioral expectations, and positive character traits. The Pitman Attendance Review Team meets every regularly to review student attendance and establish plans for students in need of intervention for attendance-related concerns. Pitman works with our district CARES Program to provide support for students who may need more intense counseling intervention services.

Overall, the goal of the Pitman High School staff is to become a model professional learning community that provides specific support for all students based on their individual, identified needs. A review of progress toward this goal is conducted on a regular basis through an analysis of data and collection and input from members of the Pitman community.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$57,714	\$54,370
<b>Mid-Range Teacher Salary</b>	\$81,321	\$82,681
<b>Highest Teacher Salary</b>	\$109,390	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$143,186	\$135,283
<b>Average Principal Salary (Middle)</b>	\$147,401	\$141,244
<b>Average Principal Salary (High)</b>	\$153,718	\$152,955
<b>Superintendent Salary</b>	\$238,130	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	22.1
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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
<b>Computer Science</b>	1
<b>English</b>	8
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	6
<b>Mathematics</b>	5
<b>Science</b>	4
<b>Social Science</b>	9
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	35



## Professional Development

### Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include coaching and mentoring of staff; programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas; social-emotional learning; English language development; PLC's; and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

PD formats for teachers were made available in the following ways: In-person, live on Zoom, webinars, video recordings, podcasts, and newsletter releases. Topics included: Restorative Practices, Culturally Responsive School Leadership, and Foundational Skills.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments. Year one and year two teachers are enrolled in TUSD's Induction Program. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3