

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

John H. Pitman High School

**2525 W Christoffersen Parkway
Turlock, CA 95382**

Turlock Unified School District

March 18-20, 2024

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Introduction

Pitman HS offers students a multitude of varied opportunities for students to be engaged and prepared for life after high school. They are noted for strong CTE programs/pathways and high-performing Visual/Performing Arts entities. They offer strong student support services (academically and social-emotional). They have good AP/Honors offerings as well as a solid foundation of intervention to support students academically.

Pitman HS effectively addresses the areas of diversity, equity, inclusion—but also acknowledges there is much work to do. This is a prioritized area to address for the school, and they have many works in progress designed to continue to improve in these areas. During the visitation, we observed and heard of the specific efforts to seamlessly and sincerely involve SPED students in activities/events. The teachers and administration are also working to expand the work being done to create standards-based grading/assessment practices that are more aligned and consistent. PHS also offers a multitude of opportunities for student voice and inclusive engagement through a wide variety of clubs, including many multi-cultural school clubs. This was a recurring theme in our meetings and discussions. They are also working on addressing the areas of culturally responsive curriculum, to address instructional opportunities in this realm.

Leading up their WASC Self-Study in 2024, the staff at Pitman High School conducted a series of meetings and activities to review the school's mission, vision, and mantra. Throughout this process, teams surveyed and observed staff, analyzed data, reviewed PLC processes, and reviewed the school's embedded intervention/enrichment model, Pride Time.

In October of 2022, the self-study coordinators and the principal attended the first of three remote trainings regarding the self-study process. The self-study coordinators and leadership met multiple times to develop a timeline for the self-study process. The team developed a plan to incorporate input from all educational partners during the self-study process.

Diverse focus groups were formed and began meeting at the end of January 2023 during a faculty meeting. Groups met multiple times between January and the end of the 2022-2023 school year. Focus groups submitted initial drafts by June first of 2023. Self-study coordinators met in August and September of 2023 to reevaluate the self-study timeline and provide feedback on initial drafts to each focus group.

In October, focus groups met once again to revise and edit their initial drafts. Classified staff, parents, students and community partners then reviewed the drafts for input and feedback. These drafts were then revised and edited by focus groups. In November, self-study coordinators met with administration to review the drafts, fill in gaps, and elicit additional feedback. In December, coordinators shared the report with faculty and staff for final approval, and in January, the report was edited and finalized.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Pitman HS did strong work on engagement and involvement in the process of developing the Self-Study, specific to certificated staff voice. Efforts to get feedback from a greater number of classified staff, parents/guardians and students did not result in high-levels of response.

Chapter 1: Progress Report

Significant Developments (2018-2024)

Staffing

Pitman HS has seen significant changes to its staff since 2018 and 2021. Each school year, they have hired approximately 7-10 new teachers due to staff leaving for various reasons. Since the 2021 Mid-Cycle visit they have also had two new Deans of Students and two new Assistant Principals of Curriculum and Instruction.

Curriculum

Since 2018, PHS has adopted new curriculum in ELA, Social Studies, Spanish and Math.

Multi-Tiered System of Supports

During the Covid pandemic, Pitman's embedded intervention period, Pride Time, was significantly affected and put on hold due to modified school schedules. Beginning in 2021, Pride Time was reintroduced in the master schedule; however, teachers had the option to only have their "own" students in their Pride Time for safety concerns. With the end of Covid restrictions at the conclusion of the 2021-2022 school year, Pride Time was fully reimplemented as it was originally designed at the beginning of the 2022 - 2023 school year.

New in the last two years is the district diagnostic assessment system, called iReady. Students in grades 9-11 take the iReady assessment at the beginning of the year and again in January to determine baseline data and growth throughout the year in ELA and Math. The results of the two assessments guide the school site in providing Tier III intervention instructed by a teacher (reading groups).

Pitman's PBIS team has doubled since 2022 and currently has ten active members. The PBIS team has regularly scheduled bimonthly meetings to review data, work through the Tiered Fidelity Inventory (TFI) Action Plan and discuss next steps on campus. In 2022 site-wide behavior expectations were revisited and revised based on the current needs of the site. The PBIS team

began rolling out the newly established behavior expectations at the start of the 2023-24 school year. Purchase and installation of site-wide behavior expectation signs are to come in the 2023-24 school year.

Collaboration & Professional Development

An increase in cross-town collaboration has been emphasized since the last WASC visit with a focus on providing equity for all TUSD students. CTE courses and instructors from both high schools have collaborated, as well as Special Education Teachers (who meet monthly to identify practices and ensure equity across the district). One of the district's initiatives the past few years is to focus on diversity and equity to ensure staff are culturally responsive in their teaching and school culture. All employees are required to attend online Diversity Awareness training courses through Keenan Safe Schools, and the certificated staff have gone through a culturally responsive school training at the start of each school year.

Last year, Pitman developed a Culturally Responsive School Leadership Team (CRSL). The team is in the inception phase of introducing and implementing practices to create a more culturally responsive school. Administration stated this is a priority and that their are solid plans in place to move this effort forward.

Additionally, In the 2023-2024 school year, there has been a focus on special education training for all staff due to the increase of special education students on campus. The focus has been on understanding the students' disabilities, accommodations, and goals to learn to best support them in a general education course.

Technology

PHS has been using one-to-one devices which have supported the transitions to new curriculums in English, Social Studies, World Languages, and electives. Google Classroom became more accessible and provided advantages in immediate student feedback, communication, and organization of classroom materials. Promethean interactive boards were installed in nearly all classrooms, and multiple professional development trainings were offered to help teachers incorporate them into daily instruction.

Communication

Pitman has made changes and additions to communication since the 2018 visit, including a new phone/email/text communication system, ParentSquare, in which information can be sent directly to students' contacts. PeachJar is a flier system that approves flyers for community and district events to be emailed to staff and parents. There has been a push for parents to utilize the Aeries Parent Portal to update their contact information and monitor student grades and attendance. Additionally, students are required to create an individual Student Aeries account to monitor course requests and academic plans.

Grade-level Google Classrooms have been created to disseminate information for each grade level (e.g. announcements, events, and Homeroom information). Pride Central was also created as an online hub for staff to access meeting agendas, professional development information, and forms. Daily Morning Updates are sent to office staff to keep them abreast of important site

or district related information.

Mental Health Support

New to Pitman since 2018, National Alliance on Mental Illness (NAMI) Club was created and HAART (Healthy and Responsible Relationships Troop) has also been implemented on campus to provide additional resources and support for students on campus. The counselors continue to work closely with outside organizations such as Jessica’s House (a local grief counseling group), as well as the district appointed CARE clinicians for students needing deeper therapeutic support. In an attempt to address the mental health of staff during and post Covid, the district has outsourced Dr. Lauren Hodges and Roni Habib to provide webinars and professional development. In the 2023-2024 school year, the district, along with PHS certificated and classified unions have designed a voluntary professional development called Educator’s Thriving focusing on the five pitfalls of education and how to avoid them.

Covid-19 Impact

The Covid-19 pandemic brought the most significant change across all facets and operations of a comprehensive high school. Throughout 2020 to spring of 2021, students were provided their education through virtual learning. There were no set guidelines for students to follow (e.g., having their camera on, engaging in discussions) which caused many students to not be engaged in their learning. This created a larger achievement gap for their return in the spring of 2021.

SPSA Process

Pitman High School’s Single Plan for Student Achievement (SPSA) is reviewed and approved by the School Site Council (SSC), a team consisting of 12 members of parents, certificated staff, classified staff, students, and the principal.

SSC meets four times per year to review data, analyze the progress of SPSA goals, review and approve the comprehensive school safety plan, and budget review. All school-wide goals are in alignment and support the district’s Local Control Accountability Plan (LCAP) goals.

Pitman’s leadership team is an integral part of the analysis of progress on these goals. During leadership team meetings and faculty meetings, the staff has received updated data on progress towards these goals through quantitative data (e.g. SBAC Data, iReady Data, collaborative team data) and qualitative data (e.g. Pride Time labs, observations, Ed Rounds, teacher observations, SCOE/Ed Services walk throughs).

Progress on Schoolwide Action Plan/SPSA Addressing Student and School Needs

Goal 1: Improve literacy skills for all students, particularly those in identified subgroups.

As evidenced by CAASPP scores and iReady data, Pitman lost ground in moving all students toward literacy. Collaborative/PLC teams are working to identify gaps in knowledge and design

assessments and instruction to help fill those gaps. Teams have also improved their SMART goals, some with a focus on literacy. They have established timelines to monitor progress and utilized diagnostic assessments to determine baseline data. iReady assessments have been implemented and are administered twice a year to assess literacy in math and English. English teams have identified small groups of students who need extra support in literacy and created intervention groups based on their needs. There is work to be continued in the area of clarifying literacy in all content areas along with a focus on instructional norms and practices. There is also work to be done on developing similar academic language across departments to support language acquisition.

Goal 2: Strengthen collaborative work on campus among all stakeholders to become an authentic professional learning community.

Following the 2018 midterm visit, PHS experienced some disruption to the PLC process. Inability to meet in-person during pandemic shutdowns, adoption of new curriculum and staff turnover in some departments interrupted the development of their teams. The 2022-2023 school year brought an opportunity for teams to reevaluate previous curriculum, assessments and data. Since then, collaborative teams work to reevaluate, redevelop, and refine common formative and summative assessments, analyze student assessment data and develop targeted interventions based on essential standards. The English team uses the data to identify at-risk students and create small reading intervention groups. During these interventions, teachers are providing individualized instruction based on Tier II and III needs. Vertical and cross-curricular articulation occurs in some content areas (e.g., English/social science). For professional development, the faculty engaged in a book study in the 2022-2023 school year on equitable grading practices. This has led some teams to shift to standards-based grading. The English 9 team led a professional development on standards-based grading and how it works in their content. Another area that our site wanted to focus on was clear lines of communication for staff and student support. Pitman continues to make steady progress in developing and refining practices as a PLC.

Goal 3: Improve proficiency of students in mathematics courses.

Math scores have declined in the past two years and continue to be a key area of focus for Pitman. Math teams have worked collaboratively and are continuously improving vertical alignment. There has been an increase in communication with feeder schools to ensure appropriate placement courses starting their 9th grade year. PHS has engaged in the iReady diagnostic for determining baseline data. Students in grades 9-11 are tested two times per year to determine growth on the iReady assessment. This school year, administration has conducted Math I, II, and III instructional walks to find trends and areas of focus within math instruction. This process has also occurred with their county math representative, Director of Secondary Education, and the Assistant Superintendent of Educational Services. These walks have not only been helpful for teachers, but for administrators as well. Deep, important discussions about math philosophy and instructional strategies are taking place in PLCs. An area of focus is now having math colleagues visit each other's classrooms to improve instructional practices. Prior to Covid-19, the math department worked with a math expert on dissecting standards and identifying what is essential to teach. With continued declining state math scores, they have

contracted to work with an expert again from Solution Tree and Stanislaus County Office of Education to support teachers and administrators.

Additional Prior Accreditation Findings

Additional findings from the 2018 Self-Study were to collect ongoing feedback from stakeholders. This occurs through surveys, SSC, parent meetings, students, and staff. As a staff, they analyze the data to work on continuous improvement.

From the 2018 report, it was noted that PHS wanted to improve the benefits of homeroom. Homeroom has had a large impact on college/career readiness with counselor-driven presentations, PBIS, drug/alcohol awareness, school safety (Sandy Hook Promise) and digital citizenship.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Pitman HS were deeply invested in addressing the areas identified during the last full Self-Study and have proven to be effective in the progress made in these areas. They had the motivation and capacity to positively address these areas and strengthen them. They also acknowledge that there is still much work to be done in all of these areas, and they have drafted action plans to continue the collaborative work to be done in these areas.

Chapter 2: School and Student Profile and Supporting Data

Pitman has a total of 111 certificated staff consisting of 97 teachers, 6 counselors, 5 administrators, 2 psychologists, 1 speech pathologist, 1 SLPA, and 1 certified nurse. Their classified staff consists of 19 clerical, 1 Licensed Vocational Nurse, 7 campus supervisors, 32 paraprofessionals, and 12 maintenance staff for a total of 69 classified staff. 72% of staff is white, 21% are Hispanic, 2% African American, 3% Asian, and 1% other. PHS has 60% female staff and 40% male staff.

Over the past few years PHS has seen their student demographic data change significantly with their socio-economically disadvantaged (SED) population. In 2020, 55.7% of students fell into the SED subgroup; 41.3% in 2022, and in the current year, 61.6% of students are SED. Hispanic and Special Education populations continue to increase, as well. English learners and foster youth have maintained a steady population over the past few years.

Pitman High School’s mission is Success for each student: Pitman students will graduate as responsible citizens who are college and career ready. Their vision is to be THE model for success and innovation for all. This encompasses their Never Settle, Never Quit...Roll Pride motto that is embedded in everything they do.

At Pitman High School, their general education population experiences an environment that focuses on preparing all students for postsecondary education and career level skills. All the courses offered at PHS meet A-G eligibility, which allows all students the opportunity to attend a four-year university after they graduate. Students also have access to Honors classes, Advanced Placement courses, CTE programs, award-winning music, performing and visual arts, and agriculture departments, a wide range of competitive athletic teams and a variety of clubs.

PHS provides all students with high levels of college and career readiness within their course offerings. As a district, TUSD has implemented a high school requirement of completing a College and Career Seminar to earn a high school diploma.

PHS offers 18 different Advanced Placement (AP) courses, 111 A-G courses, and 31 Career Technical Education (CTE) courses covering 8 different CTE sectors; 20 of our courses have an articulation agreement with Modesto Junior College where students can earn college credits while in high school. We offer CTE courses in areas of Agriculture, Business/Computer Science, Consumer and Family Studies, Criminal Justice, Culinary Arts, Sports Medicine, and Video Arts. They also offer many elective opportunities in Fine Arts, Music, and World Language.

Student Learner Outcomes (PRIDE)

The staff met throughout the past two school years to develop new student learner outcomes. They have solidified the SLOs and will now be defining what each of them mean for students at Pitman High School.

- Proficiency in Reading and Problem-Solving
- Responsibility
- Inclusivity
- Determination
- Empathy

PHS—School Dashboard Data

<https://www.caschooldashboard.org/reports/50757395030283/2023>

Identified areas of need

English Language Arts needs to continue its exploration and implementation of texts and materials that are more culturally responsive to our current student population.

Literacy continues to be a need throughout the core content areas, particularly in math and English. In reviewing CAASPP and iReady data, English vocabulary and comprehension of informational text are two areas of growth for their students, specifically ninth and tenth grade.

Math is a main focus, both school and district wide. Based on iReady math data, PHS students are struggling with algebra and algebraic thinking and geometry. Overall, it shows 48% of 9th grade students, 58% of 10th grade students, and 62% of 11th grade students are far below grade level in math.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Students (and PHS) continue to work to recover and restore momentum in a post-pandemic era. In many areas, PHS students are making good progress, but there is still much work to be done to create conditions and opportunities to improve student achievement in standardized assessments and local assessments. Improved data in those areas would be aligned to, and reflective of, the schoolwide learner outcomes.

Chapter 3: Quality of the School’s Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students’ needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

Visiting Committee Comments

Based on conversations with staff and admin, it is clear that Pitman High School (PHS) has established a clear, coherent vision and purpose, and schoolwide learner objectives that are based upon high-quality standards and congruent with research, school practices, and aligned with district goals. The students did not know the mission or vision, but when it was shared with them in their forum, stated that it was unevenly applied to students and the focus of the school is mostly on helping struggling students rather than helping all students reach theirtheir goals. There is ongoing work to refine these goals and wide support for the mission and vision statements among parents and staff. The Student Learning Goals are still in progress as the staff works to make them more succinct. Discussion shows that there is wide support for the mission statement, but the vision statement’s use of the word “innovative” should be used to highlight the innovative things the school is doing.

The previous statements were created by Pitman faculty and staff during the 2017-18 school year to be succinct and simplified to help all stakeholders remember them. They are found on our websites, official school documents, and in the student handbook. They are closely aligned with the TUSD Strategic Plan. Based on discussion, there is a need to involve more classified staff in the creation and alignment of the mission and vision. Not all members of the school staff

see themselves as having a role in developing the mission statement and vision.

PHS is providing students opportunities through behavioral expectations, course offerings, and graduation requirements. According to the focus groups and the administration, The Positive Behavior Intervention and Support Model (PBIS) is utilized to guide students' social interactions. The student group reported that the behavioral interventions were mostly punitive and that they didn't feel that anyone asked why a student was misbehaving, only punishing the behavior.

Staff and admin report that there are programs and opportunities that support inclusion for students. The WASC team observed student interventions in the BRIDGE program, as well as Pride Time and saw certificated teachers working with paraprofessionals to support RSP mainstreamed students. Observations show that there are many avenues for student support and intervention.

The PHS community has committed themselves to providing a rigorous, innovative, and challenging curriculum for each student throughout all disciplines. In focus group discussions, faculty reported that PHS has continued to utilize and refine the Professional Learning Communities (PLC) model to support student achievement. Discussion further showed that there is a need to clarify the purpose of each of the groups (Leadership, Department Chairs, PBIS, Equity Council, Culturally Responsive Council) as well as their relationship to each other. Staff reports that PLCs appreciate the admin support for accountability. In some PLCs, there is a challenge of including the voice of teachers with multiple preps. It was observed that teachers require more time to collaborate in departments as well as PLC.

Vision and Purpose that supports high achievement for all students.: Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school has clearly defined their mission, vision and student learning goals; however the student learning goals are broad and not every stakeholder has the same understanding of their meaning. Also, while faculty and parents see the mission statement lived, the students report a different experience.

A2: Governance

To what extent is school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

Visiting Committee Comments

Pitman High School aligns to the expectations of the school board and district in decision making, purchasing of materials, adopting curriculum, and setting goals based on school and district-wide data. The SPSA goals for Pitman High School are the same goals set in Turlock Unified School District LCAP. The board approves curriculum, grants, course outlines/directories, and the items sent to them are aligned with our schools goals.

Staff report that there is a disconnect between the district and the school site. They say that there has been requests for subs for planning and articulation time that has not been granted. Additionally, decision making processes aren't clear or communicated well. Staff acknowledges that though district initiatives focus try to create cohesion among schools, especially feeders to the secondary, policies tend to be more appropriate for the elementary level. Staff agree that the district has adopted programs to support mental health, but also indicated in meetings that school sites need more resources to deal with an increase in mental health issues related to COVID.

Pitman's goal to make their students college and career ready is known by staff and well articulated in a variety of meetings. These goals are clearly aligned with board goals and policies posted at the school and available on the district site. This goal is driven by the LCAP targets, which are informed by our school's stakeholders, who have a voice in the LCAP if they choose to participate in a survey, which approximately 9 percent of parents did. Additionally, parents can attend open sessions at board meetings and are included in the school site council. Parents are invited and encouraged to participate in the LCAP survey, the small group LCAP cohort, and the larger, and district-wide LCAP cohort.

Discussion with parents showed that they have a clear understanding of the specific role that the governing board plays in guiding the district through decisions, expectations, and initiatives, though broader data from surveys show that it is not always clear to many community educational partners.

Access to information from the School Board, including Board reports and disseminated briefs are made available giving details and overview of meetings, and a site administrator is at every board meeting.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

There is a good relationship between the staff, students and principal, but some of the school's needs are not being addressed by the current district policies and structures. Additionally the ways in which parents, students, community and some staff are invited to participate in the governance process isn't effective for getting a wide sample on surveys or participation on committees.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

Visiting Committee Comments

Pitman High School has an established PLC time with a modified schedule every Wednesday. There are clear expectations for all PLCs and the use of this time is well-developed with some PLCs, but not all. The staff shared that PLC teams are still in varying stages of implementation though most teams are analyzing data and are making data driven decisions and this work has been affected by COVID.

Discussions with teachers show that they use data, common rubrics and common assessments to make instructional choices. Notes from meetings show these include reviewing essential standards, SMART Goals, and common formative and summative assessment data in order to evaluate student learning, current curriculum, and teaching strategies and to develop Pride Time intervention labs. The students report that rubrics are applied unevenly, and assessments differ by teacher. They asked for teachers to be more consistent in grading practices and assessments, which suggests that the collaborative data used in PLCs may not be common.

The Pitman Leadership Team is made up of PLC leads and meets once per month to discuss key questions regarding PLC process and to disseminate information. This team also reviews site data to determine areas of need and to help make site decisions. There is some shared responsibility with decision making, but there seems to be a disparity between the teachers' perspective of the leadership team's purpose and the admin's view. The teachers report that they believe the goal of the Leadership team is about planning for PLCs using data to make instructional decisions while the administration aspires for the Leadership team to be a decision-making body around creating policies and structures for the school. It was also shared that faculty don't meet in departments frequently to align their PLCs vertically. Additionally, teachers used district and Collaborative data from PLCs, but in forums and conversation had little awareness of the full scope of SBAC data.

The notes from the PLC meetings show that the PLC process allows teachers to discuss teaching practices as well as the effectiveness of any professional development and how it was utilized in the classroom and/or during instruction. The PLC process also allows teachers to develop essential standards, common assessments, and Pride Time labs to support students who need help. Staff and site administration are working to ensure all PLC groups are holding each other accountable. Administration uses a visitation schedule to provide oversight and teachers report this is supportive and helpful. The stated admin goal of PLC is to share effective learning practices but also to inform student placements in Pride Time.

The site leadership team is working to develop teacher accountability regarding fidelity to the PLC process. This includes revising and agreeing upon norms and accountability to these norms. At the end of each school year, the site leadership team evaluates each PLC for adherence to PLC guidelines and effectiveness using the PLC continuum, but this is not an ongoing process throughout the year.

Staff is working to ensure that Pride Time labs and accountability is at pre-COVID levels. The site identified a need to collect daily data through Enriching Students to determine what labs

are held and ensure labs are student centered.. Enriching Students is working to fulfill these data requests. Staff is engaged in refining and defining each type of lab to provide clear data.

The PBIS team has been working with site administration and county representatives to implement a site-wide plan for student expected behaviors, though the Leadership Team is currently working on the RTI pyramid. The PBIS team is responsible for creating lessons and resources about behavioral expectations that are taught to all students through homeroom. There is a dean dedicated to PBIS support.

Staff meetings occur monthly and are utilized to discuss and vote on various all-staff practices such as PBIS, Special Ed, EL services and programs to align expectations, as demonstrated by submitted agendas and discussion with faculty.

Pitman has both a teacher and administrative representative on the LCAP committee cohorts, and four teachers on the school site council. The district certificated forum offers teachers the opportunity to send a certificated representative to meet with district leadership to express concerns, ask questions and get clarifications about important issues.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

There are many opportunities for participation in school leadership and there is a focus on creating avenues for staff and students to participate. Dedicated time and teams show a commitment to providing these avenues. However, the way the teams are currently structured is hindering their communication, and PLCs need more accountability to each other and their commitments.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Visiting Committee Comments

Site administration and staff understand district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. Effective supervision and evaluation procedures are in place to promote the professional growth of staff. Evaluation forms are clear and understood by teachers. The mentee process supports new teachers in acclimating to Pitman with an Individual Learning Plan and support by a teacher mentor. Administration at PHS conducts scheduled Ed Rounds. Faculty are given the choice between formal and informal observations during observation years. Staff reports that pitman

lacks dedicated time for teachers to observe their peers in order to further their own skills in the classroom. The calendar shows that Pitman HS has embedded professional development (PD) days into our calendar.

Certificated staff have three PD days each school year. Staff report that there is a need at the secondary level for PD for area specific PL content, rather than the current model where district level trainings include all grade levels, though the most recent full-day PD did separate primary and secondary teachers.

The staff is qualified and classroom walkthroughs showed competent teachers, working with students in a variety of learning modalities, though there were several classrooms observed that were not student-focused and where student were passively sitting receiving information from lecture or video without interacting with the material.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The staff is highly-qualified and competent with a good support system for new teachers. There are professional learning opportunities built into the schedule and the year. The offered professional learning does align to the school’s mission and vision as well as their action plan. There is a need for more PD time around articulation and allowing more choice for teachers to determine their own needs in regard to professional learning.

A5: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness standards?

Visiting Committee Comments

Resource planning involves staff and students. Data reveals that student needs are determined in a variety of ways that also take into account needs based on subgroups. Personnel needs are vetted through human resources, all based on the needs of the site and enrollment numbers. In focus groups, staff revealed that the district is slow to post open positions which has lead to vacancies in the school year. There is also a need to provide more support for EL students in the form of translators, ELD classes and paraprofessionals in languages other than Spanish.

The LCAP determines the need for other staff positions, such as paraprofessionals, but not certificated positions. SPSA goals are set for the site and are the same as the LCAP goals. Within

those goals the SSC reviews data and approves action steps to achieve those goals. They also approve the budget and ensure that the various funding types are spent correctly to address the stated goals.

The district has auditors come in every year to conduct a district wide audit, and the site ASB bookkeeper submits whatever documents that they request. Pitman has procedures in place to make sure that ASB and class funds are raised and spent in ways that not only follow our accepted accounting practices, but also benefit our students' best interests. All forms can be accessed through our PRIDE CENTRAL website, as verified by an interview with the ASB office.

The state has a calendar year for textbook adoption. The district finds grade level and content teachers to pilot options that are approved. Piloting teachers/committee members discuss and collaborate which option and why. If the decision is made to adopt, the district purchases the curriculum and professional development is given to teachers either through summer paid time, after school paid time, or subs will be provided throughout the school day/year.

Pitman teachers in focus groups stated there was for more input from the classroom teacher on what textbook, novel, or other curriculum is adopted. According to the faculty they are presented with limited options to choose from. Additionally, they report that the novel approval process is unclear because there is no district feedback when a novel is rejected. There is a process in place to acquire instructional materials, such as lab supplies, including if a need arises outside of the budget planning.

The educational services office of curriculum and instruction provides a list of district-provided digital applications or platforms. If something is not on the list but wanted by teachers, the site would need to fund the purchase but only after research and data (usage from student or teacher) is studied and the application or platform supplements the district-adopted, standards-based curriculum. We also have to go through our App Approval Process.

Newer technology was observed being used by most teachers to implement twenty-first century instructional strategies. Each classroom is now equipped with Promethean interactive boards. Students were observed using their Chromebooks to access curriculum, communicate with teachers and collaborate. Many teachers used Google Classroom as a Learning Management system.

There are issues with the maintenance and repair of technology. Wifi was observed to be a continual challenge. Pitman is working to support students and staff tech issues leveraging district resources and having a dedicated AV and Textbook clerk to support students with technology issues.

Overall, the campus is in good repair and poses no imminent danger to students. However, staff reports that on occasion classrooms do not get fully cleaned at night because there aren't enough custodians since an additional six classrooms and the Pride Rock Cafe have been added to the PHS campus.

To ensure student safety, there is fencing that surrounds the entire campus. A PA system in the hallways allows students to hear all announcements; including announcements about lockdowns and fire alarms. New vape sensors have been installed in the student bathrooms to

deter students from vaping. Cameras are installed across campus to deter school violence and also provide schools with needed information when incidents do occur. Facilities are constantly being assessed by administration and maintenance staff. The school has clear safety protocols around visitors to the campus. Due to the nature of their jobs, it was observed that many of the classified staff members who are not office or classroom based have barriers to communications and completing surveys, so their voices aren't heard. When a facility concern or hazard occurs, it is quickly fixed by the appropriate person (examples - lifting cement: district operational services).

Based on conversations with classified, due to the nature of their jobs, it was observed that many of the classified staff members who are not office or classroom based have barriers to communications and completing surveys, so their voices aren't heard.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school is well-maintained and well-resourced with a beautiful campus that takes advantage of its size and location. Technology issues are resolved quickly and there are processes and procedures in place to purchase new materials and review curriculum in a timely manner.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources.

1. Existing School Mission Statement & Vision Statement, are aligned to the district goals and demonstrate a belief in students' ability to achieve and be successful.
2. Pride Time supports the students and allows for student choice in how they receive support.
3. PLC time is consistent and guaranteed as are PD days, which are designed by the district.
4. School facilities are well-maintained and in good condition to support student learning.
5. There is a strong sense of pride and community with buy-in from faculty, parents and students to the culture of Pitman High School.

Areas of Growth

1. The administration and various leadership groups and committees need to define the purpose of each group and align their various goals, including how they communicate and interact with one another.
2. There is an inconsistency in the way PLCs operate and agreements made in the PLC are not always consistently applied in classroom instruction.
3. PLCs need greater accountability and need to use the agreed upon instructional strategies, common assessments and common rubrics to ensure equity in the learning for students and to maintain common, collaborative data.
4. Surveys and other current means of collecting input from students, parents, and staff provide insufficient data to make decisions that reflect the thoughts and needs of all educational partners. Student input data is particularly scarce. Staff sending surveys need to remove technological roadblocks for all stakeholders and communicate the purpose of surveys more clearly.
5. The district and administration need to create time for vertical articulation and as well as department meetings to ensure that students are progressing through a logical sequence of classes that are consistently executed across a grade-level/subject alike PLCs.
6. To improve literacy and math proficiency, SBAC claims and targets, with more specific data should be used in subjects other than English and math.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Focus group meetings, Parent meetings, Student meeting, LCAP, SBAC, Meeting agendas, Classroom walk-throughs, School and District Websites, SPSA, Survey data, Classified meeting, Individual conversations with classified staff, meeting with Admin, specifically Principal, PLC notes, syllabi,

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Visiting Committee Comments

PHS provides an effective and rigorous curriculum based on current educational research and thinking that supports the school wide goals and academic standards. English, Social Science, Math, and PE department follows the CA state standards & CCSS as it pertains to their subject area. Science follows the NGSS and Foreign Lang follows World Language Standards. The self study does not mention VAPA or ELD CA State standards, however the Principal confirmed that the curriculum in VAPA classes and EL designated classes do follow their respective standards. The self study and focus groups at PHS have confirmed the PHS's desire to continue to grow the Culturally Relevant and Responsive curriculum available. Some departments such as Ag use project based learning. During focus groups, English teachers expressed a desire to include more culturally responsive novels into the current curriculum. There is opportunity to further explore culturally responsive teaching strategies and content across subject areas/departments. Teachers report using a mix of District adopted materials and teacher created/sourced supplements. Additionally, the VC confirmed through teacher focus groups the Math and Science dept are still developing coherent and vertically aligned curriculum.

There is congruence among the concepts and skills taught, schoolwide SLO, academic standards, and college and career readiness indicators at PHS. The self-study report highlights the PBIS leadership team generated homeroom lessons that help the PHS community build an understanding of what Responsibility, Respect, and Grit mean in different areas of campus life (hallways, cafeteria, classrooms, etc). The self study reported and the VC confirmed that this type of positive intervention/SEL curriculum was in the beginning phases and PHS hopes to create a more robust RTI system for implementation across the school system.

PHS has college and career readiness indicators and academic standards for each subject, course, and program that meet or exceed graduation requirements. All core classes at PHS fulfill college preparatory California A-G requirements. PHS offers many AP, Honors, and College level courses to all students through the course catalog. There is a clear connection of academic standards of college readiness indicators within these core subject areas. The self study notes that some teachers are using rubrics aligned to college & career readiness skills and name this is an area of growth. The career readiness indicators appear to be less defined in core subject areas. Whereas in the CTE pathways, the connection between college and career is more clearly defined. In the self study and all focus groups highlight the Ag & Culinary Pathways as exemplars in the CTE pathway. In the self study it was reported that PHS uses common formative assessments, CAASPP results, AP scores, and iReady diagnostic in Math & English as readiness of college and career indicators.

There is evidence of some integration among areas of study, academic standards and college and career readiness. The self study reports that there are regular opportunities to apply critical

thinking, problem solving, reading, writing, and speaking throughout the school day across all courses. The rubrics that are used by teachers have yet to explicitly integrate the area of study, standards, and college and career readiness. The VC heard students state that the criterion for success can be different not only across subjects but between classrooms of the same course. During focus groups teachers clearly connected content essential standards to college and career readiness. However, student focus groups highlighted there wasn't always a clear connection between their assignments and being ready for the next step of life beyond high school. It was confirmed to the VC that the iReady was administered twice a year to students; it is not used regularly by teachers, staff, counselors, or parents to show progress toward college and career readiness. Teachers and Students in focus groups noted the test took away from classroom instruction and scores were not reviewed with students following the assessment.

PHS regularly engages with community partners and surrounding higher education. It was evident to the VC in interviews with Parents, Classified, Staff and Teachers that PHS works diligently to ensure there is an articulated path after High School. The college & career center is a hub of activity for students during Pride Time and Lunch. During the focus group parents expressed the guidance from the C&C Counselor and Regular Counseling team was 'superior'. Ag dept and CTE pathways curriculum connects with local community college, local state university, and trade schools. The VC confirmed that there is some room for further development of articulation with feeder schools. 9th Eng teams have the most contact with feeder Middle School through school supported meeting times. Other departments such as Math, Science, Social Studies, & PE have yet to create a clear system for articulation between high school and feeder schools. SpEd dept regularly articulates with feeder schools and post high school educational & career opportunities through transitional meetings (pre and post HS), field trips to local community colleges, and post HS work training.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

PHS provides a rigorous and coherent standards based curriculum for many students that is based on current research and is reflected in high levels of success for many students. There is some integration between/among areas of study, academic pathways, and college and career readiness. Some articulation is happening with feeder schools and in contrast high levels of articulation are occurring from PHS to local colleges, community resources, and career opportunities. Additionally, it was recognized that more alignment of curriculum is needed vertically and horizontally across the school.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

Visiting Committee Comments

The self study reflects that all students are able to make appropriate choices and pursue a full range of realistic college and career options. PHS offers a variety of college prep classes, Honors, AP, and CTE pathway courses. Students are able to enroll in any level of course and PHS offers a waiver should a student/families desire to enroll in a course not align with teacher recommendation. It was evident to the VC that PHS provides ample opportunity for career exploration, preparation for post secondary education, and career technical education. As stated above in section B1, the college and career center is a hub of resources for students. Not only during lunch but during Pride Time are students able to connect with universities, colleges, local businesses, and the military. The College and Career Center also provides support with accessing these resources such as FAFSA one on one workshops for Seniors. Additionally focus groups of students and families all referenced the accessibility of Counselors for support in scheduling and post secondary goals.

A relevant, and coherent curriculum, that includes real world applications is accessible to all students through programs offered as evidenced by 31 CTE courses, 111 A-G aligned courses, and 18 AP courses. The self study does highlight that students in the Mild/Mod & Sev SpEd program are not enrolled in A-G eligible courses. Mild/Mod SpEd Classes do not have a formal curriculum as noted in the self study. During the site visit, SpEd teachers shared that they felt fully integrated into the subject departments. SpEd teachers referenced being part of department PLC time to plan and then modify based on their current caseload's specific needs. The VC confirmed that the Ag Department is governed by a council that regularly meets with current industry workers to ensure the program is in alignment with industry standards. The self study notes that Eng, Social Sci, and Sci all included the use of informational text literacy within the curriculum to enhance the real world connections of each subject area as evidenced by academic articles, current events, and expository writing. It was clear to the VC that teachers could explain the relevance of each curricular choice. However, students and parents voiced that there was not always a clear connection between a curricular choice and post secondary goals. For example, during the parent focus group some concern that integrated Math 1 & 2 was not adequately preparing students for college level STEM courses. The self study is in agreement with this perspective in that it clearly indicates that vertical articulation of math curriculum is critical for furthering student learning. Additionally, during focus groups students yearned for more explicit connection between their assignments in core classes and real world applications. The self study and VC classroom walkthroughs confirm that courses have specific projects such as 9th College & Career elective, 10th Career Research project, and 12th Gov/Econ current event connection directly connected to college and career. The Self study notes that more 4th year options for math is something PHS would like to explore further.

It was unclear to the VC if course enrollment patterns do or do not reflect the diversity of the student body. During focus groups, the VC found that students and teachers noted a difference between the relational experience of the 'involved or honors' student vs 'uninvolved or general track' student. Both stakeholder groups noted that students in the 'honors' category received more flexibility with deadlines, attendance, and behavior. Whereas those in the 'general' track were not afforded such flexibility. The VC understood that while the opportunity to access all levels of courses is available to nearly all students, there is a distinct difference in lived experience based on student enrollment and participation in extracurricular activities.

Using Aeries and Parent Square, PHS regularly communicates to families regarding individual student's learning plans, current progress (grades), and post high school goals. In addition to

using communication systems, PHS hosts regular events like Back to School Night and Freshman Orientation. The self study reports that counselors are available to students and parents regularly by appointment for HS course planning and post high school planning. The VC also noted in parent and student focus groups the ease of the QR code to make an appointment. All members of the community stated that when an appointment was requested, they were seen within 2 days. Additionally, during the parent focus group it was pointed out that PHS makes efforts to directly educate families whose child would be the first generation to attend college through a community partnership with UC Merced Parent Empowering Program. The classes held in 7 parts on PHS campus offer opportunities to learn about HS graduation requirements, Pathways to high education, k-12 standardized exams, High Education exams, Financial Aide, CAL Grant, and Individual Academic Planning. These classes were offered in both English and Spanish. The self study reflects the VCs findings that more resources in languages other than English (Spanish, Farsi, Arabic, Punjabi, etc) was of high importance. PHS acknowledges they could be doing more to reach these families. Lastly, surveys conducted by the school report that most students, parents, and staff experience a sense of belonging and value. This was confirmed through VC focus groups and classroom walkthroughs. The VC noted that each stakeholder group felt PHS was a safe space where they could get support when needed.

PHS also has systems for supporting students who need additional support to meet high academic standards. PHS holds SSTs (student study teams) to address the root cause of a student’s struggle and plan targeted interventions collaboratively between school teams and families. Additionally, PHS offers support for classroom accommodations through 504s and IEPs. While each of these meetings has a slightly different process or structure, the collaborative nature of PHS processes create a sense of belonging for students, families, and staff.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

There is a clear sense of belonging and value at PHS. Most families, students, and staff collaborate to determine individual learning plans and post high school plans as evidenced by regular access to counselors, school wide information nights, and parent empowerment group. Real world and relevant curriculum is available to nearly all students and is A-G aligned at PHS.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- 1.) All PHS courses are based on rigorous standards and curricula that are in congruence with graduation requirements and student learner outcomes which include opportunities for students to apply critical thinking skills and explore different academic and CTE pathways.
- 2.) Beginning use of PrideTime and Homeroom to further a positive culture and climate within PHS’s community and through teacher created lessons to teach behavior expectations. Intentions to further embed restorative practices into the curriculum

design.

- 3.) PHSs use of collaborative PLCs, supported by administration, represents a sense of continuous improvement as it relates to curriculum development. PHS PLCs reflect on the 4 questions: What do students need to know? How will we know when they've learned it? What will we do when they haven't? What will we do when they have?
- 4.) Abundance of access to and communication with PHS staff regarding individual student learning plans, current progress in courses, college and career readiness, and college and career planning. This applies to students who need additional support to meet graduation and college and career standards and those who are exceeding those expectations.

Growth Areas for Continuous Improvement for Curriculum:

- 1.) Continue to use the PLC process to further articulate the vertical alignment of all course curriculum, especially Math, within PHS and with feeder schools.
- 2.) Develop a shared understanding & vision of the integration between areas of study, academic standards, and college and career readiness indicators (ie iReady) and current curriculum offered.
- 3.) Increasing the completion rate of students in CTE pathways.
- 4.) Continue to develop/seek out and implement more culturally relevant & responsive curriculum across all subjects that highlight not only the struggle or adversity experienced by BIPOC communities but also the rich cultural capital of historically marginalized groups.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

College and Career Readiness Rubric, Course Directory, Course Standards, Course Pacing guides/Scope & Sequence, CA Dashboard Data, Focus group meetings, Parent meetings, Student meeting, Classroom walk-throughs, Survey data, Classified meeting, meeting with the Principal

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college- and career-readiness indicators?

Visiting Committee Comments

The results of student observations and examination of work at Pitman High School (PHS) indicate a commitment to providing challenging and relevant learning experiences in an equity-centered environment. Classroom observations showed that most students were engaged in relevant activities, with teachers employing diverse instructional strategies such as discussions, peer interactions, and hands-on activities. Student work analysis revealed that rigorous assignments were being provided by teachers, with a majority of students demonstrating mastery at higher levels of Bloom's Taxonomy. The Career Technical Education (CTE) courses at PHS have seen a significant increase in participation, with a focus on real-world, hands-on experiences and interactions with authentic audiences. Unique approaches to equity and access include interactive journals and multimedia projects in core classes, as well as embedded support options for English language learners. "Pride Time" serves as a structured intervention period, offering additional support and enrichment opportunities for all students. Efforts towards equitable grading practices are being explored, particularly in the math department and other subject areas. Overall, Pitman High School is dedicated to providing equitable, engaging, and rigorous learning experiences for all students.

For the most part, teachers are providing challenging and relevant learning experiences in an equity-centered environment. The visiting committee classroom observations validate that students are engaged and diverse instructions strategies are being utilized to some extent in every classroom. There are some missed opportunities for student voice, speaking and random selection to allow for more engagement from all students. In regards to CTE courses and pathway completion, the staff and students focus group both reported on concerns and thoughts as to why students do not complete pathways. Staff report it is due to scheduling, awareness and possibly marketing. The difficulty of freshman year being requirement heavy along with 6th period Athletics. Students reported similar concerns of scheduling as a barrier to pathway completion. They are often having to choose between, Athletics, AP courses, and/or Dual Enrollment/College Courses versus pathway completion. SPED and EL Paras are in the classrooms and are providing additional support to these special populations. Many English classes now have a number of Special Education students enrolled, and Special Education teachers, paraprofessionals, and English teachers work to modify assignments to support these learners. In terms of support for special populations, it is evident there are supports being put in place but there are missed opportunities. During walkthroughs, it was evident some teachers are utilizing ELD strategies in their classrooms but it is not widely adapted.

Pride Time is something that all stakeholders (Students, Parents, Classified/Certificated Staff and District Leadership) all mentioned in the focus groups are very proud of the collaborative approach that has been taken around it. During all focus group meetings, there was a majority of positive feedback and comments on Pride Time. Parents shared they have seen a positive

impact it has on their students, when it is used with fidelity. Students shared they value the additional built in support and/or enrichment activities as it allows them opportunities to be re-taught and retake tests. Based on the discussion with the teachers, some conversations around the parameters (how many retakes are we accepting, deadlines, time limits of how far back teachers are willing to accept work, set of mutually agreed upon expectations) of Pride Time may benefit the site as a whole. Lastly, it was noted if teachers do not flag students in a timely manner and consistently follow through, there are some students who are not taking full advantage of the intervention (students self-identify).

The grading shift to standards based grading has caused some confusion amongst both parents and students. During the student focus group, students brought up the concern of how standards based grading when converted to a letter grade does not allow for them to be able to receive a letter grade of an A. Furthermore, since there are so many different types of grading scales (points, percentages, standard based, etc.) the students themselves have a difficult time understanding the scale since it varies so much between departments/grade-levels and there is no consistency. Furthermore, during the parent focus group, similar concerns were brought up about the lack of understanding with standards based grading, particularly in math. The visiting committee heard an overarching need around dialogue and communication about the grading shifts taking place.

Pitman High School ensures that all students understand the learning expectations for each area of study to demonstrate college and career readiness. Teachers use syllabi and rubrics to communicate expectations clearly, promote equity, and enhance student understanding. While rubrics are not universally used, efforts are underway to increase their development and implementation. Observations show that most students can identify expected learning outcomes in their classes. Additionally, students receive support from counselors and dedicated college and career sessions to plan their academic path and prepare for post-high school endeavors. These sessions cover various topics such as university admissions, technical colleges, FAFSA workshops, and graduation requirements.

During the visit students reported the utilization of rubrics but that there are inconsistencies within departments and/or grade levels. The students affirmed the use of rubrics has helped provide equity in grading. During the staff focus group, the discussion on the use of rubrics brought about a wide variety of responses. Some departments and/or subject areas are heavy on it while others are at the introductory phase of creating, editing and implementing. Math, in particular, is using a 0-4 rubric with learning targets. English on the other hand, specifically English 9 report they utilize rubrics for every learning target and have common rubrics. The calibration piece is still a work in progress. During the student focus groups, the conversations of rubrics brought about varying degrees of concerns. The students see the benefits and support the use of rubrics as they believe subjectivity is removed when the rubrics are presented. However, they voiced concerns about the need for calibration and consistency across departments and subject areas. In particular the students mentioned the English and Math rubrics and their lack of understanding due to inconsistencies in the rubric language, as it varies.

During visiting committees classroom visits, the learning outcomes were evident in the classrooms. Students were aware and engaged in the lesson activities. Additionally, in the focus group feedback of the counselors, stakeholders shared they are readily available and always willing to support both the students and their families with anything from scheduling, mental

health referrals, to college and career readiness. The parents, students, classified/certificated staff and district leadership all echoed the same overarching message. There is a wide variety of support around college and career readiness. There are ample opportunities for students. Additionally, parents are also informed and have access to their students' plans online.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Pitman High School is continuously working on improving their relevant activities, diverse instruction strategies and CTE Pathways along with their CTE completion rates. Ongoing work and maintenance continues to be at the forefront of Pride Time to build a stronger foundation. Based on the discussions, the visiting committee believes some conversations around the parameters (how many retakes are we accepting, deadlines, time limits of how far back teachers are willing to accept work, set of mutually agreed upon expectations) of Pride Time may benefit the site as a whole. During classroom walks the visiting committee found learning outcomes and learning targets were evident in the classrooms. While rubrics are not universally used, efforts are underway to increase their development and implementation. The visiting committee heard an overarching need around dialogue and communication about the grading shifts taking place.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

Visiting Committee Comments

Teachers at Pitman High School facilitate learning through various evidence-based instructional methodologies while promoting student agency within an equity-centered environment. A survey of teachers revealed common strategies such as strategic grouping, the use of sentence frames, leveled Newsela articles, Promethean interactive screens, and tech applications like Kahoot!, Quizlet, and Peardeck. These strategies aim to support diverse learners and enhance engagement by providing choices, scaffolding instruction, and utilizing technology for differentiation and formative assessment. Additionally, teachers employ methods like student choice in book selection, problem-solving, and presentation formats to foster autonomy and inclusivity in the learning process. Despite varying levels of implementation, these approaches contribute to creating an equitable and engaging learning environment at Pitman High School. Both in classroom observations and student interviews the use of Promethean Projector Boards was discussed. Students feel the boards are being utilized daily but not with fidelity. Classroom walks validate that the boards are being used but the interactive pieces are not being widely used. There is still a heavy presence of didactic instruction. There are missed speaking opportunities amongst the classrooms. During classroom walks, the visiting committee found

overall teachers at Pitman High School have facilitated learning through various evidence based instructional methodologies. During the focus group both teachers and students shared information and validated how teachers allow students with choice.

The importance of student voice and agency in decision-making about their learning, strategic thinking, and problem-solving. While students have some agency in choosing courses and Pride Time labs, there is less evidence of choice in individual assignments across their courses. Pride Time plays a crucial role in encouraging student agency, allowing for student choice in lab selection and providing timely support within the school day. Responses from Professional Learning Communities (PLCs) indicate that Pride Time is utilized to offer extra support or extended time on assignments for students who need it. Additionally, examples of student choice and voice within classrooms include selecting books to read, pursuing research projects, planning and serving meals, raising animals or plants, researching careers, or implementing exercise programs. Overall, incorporating opportunities for student choice and voice fosters an equity-centered learning environment and enhances student engagement. From the feedback from the focus groups (parents, staff and students), it is evident that students have a voice on this campus. Students have choice in their course selection and also in their Pride Time Labs. However, students do acknowledge they have less choice when it comes to selection of assignments across their courses (Core-content areas versus CTE). They did acknowledge they have choices in selections of books to read for their English courses. The visiting committee found student voice and choice is evident throughout the campus and its programs.

Pitman High School staff leverage technology and digital learning tools to enhance student learning and tackle real-world problems. All students are equipped with Chromebooks, and teachers integrate technology into daily instruction using platforms like Google Classroom and Promethean Active Panels. Examples include using Pocket Lab technology in Chemistry to solve environmental problems, participating in contests like Samsung Solve for Tomorrow in Biology, utilizing high-performance desktops for video editing in Video Arts classes, and using Bluetooth-enabled Real Care Babies in Early Childhood Education. Additionally, tools like the Anatomage digital cadaver table, CNC Plasma table, and Smart Greenhouse offer immersive learning experiences across various subjects. These initiatives demonstrate Pitman's commitment to utilizing technology to foster meaningful learning and problem-solving skills among students. During the focus group student interviews, the students report the use of technology is prevalent in the classroom. Some students reported the use of Chromebook's daily while others shared there is balance between paper/pencil and Chromebook usage. During the classroom visits, to a varying degree, the visiting committee saw teachers utilizing the daily learning tools to enhance instruction and student learning. At times, it was also seen as a detriment to learning and took away from the learning in the classrooms. Overall, these initiatives demonstrate Pitman's commitment to utilizing technology to foster meaningful learning and problem-solving skills among students.

Pitman High School provides learning opportunities that go beyond traditional classroom instruction, preparing students for college and careers. The school offers Career Technical Education (CTE) opportunities, where students engage in authentic, real-world applications of their learning. Examples include Culinary Arts, Video Arts, Sports Medicine, and Agriculture classes, where students gain practical skills and experiences relevant to their fields of study. Additionally, various academic classes such as English, Math, Counseling, and Special Education also offer career-focused learning experiences and transition planning support for students.

These initiatives aim to deepen students' knowledge, develop practical skills, and foster career readiness, ensuring their success beyond high school. Based on the evidence, students are exposed to college and career readiness their freshman year with the development of their 10 year plans and career exploration. Additionally, the school offers Career Technical Education (CTE) opportunities, where students engage in authentic, real-world applications of their learning. During the classroom visits by the visiting committee, there were hands-on experiences evident in the classrooms, skills being learned and collaboration amongst students. The staff (site/district leadership), students and parents overall, spoke highly of the CTE programs at PHS.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The visiting committee found there are varying levels of implementation, however, these approaches contribute to creating an equitable and engaging learning environment at Pitman High School. The school is incorporating opportunities for student choice and voice which fosters an equity-centered learning environment and enhances student engagement. However, the visiting committee did notice there are still some missed opportunities for student voice, speaking opportunities in the classrooms and a need for random selection to allow for additional engagement from all students. Technology and the use of technology is something that is ongoing and a continuous work in progress. During the classroom visits, to a varying degree, the visiting committee saw teachers utilizing the daily learning tools to enhance instruction and student learning but it can continue to be fine tuned. The students are exposed to college readiness and are provided opportunities to be able to explore their interest in CTE and also develop their 10-year plans.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. CTE- PHS has a well-developed and still-growing CTE program, with diverse course offerings and high levels of student participation.
2. Pride Time- PHS continues to offer an embedded intervention period through which students are offered just-in-time support for learning, extended-time for test-taking and assignment completion, and enrichment opportunities. PT also offers staff a mechanism to respond to student needs as a PLC, in consideration of CFA data.
3. Student Voice & Agency- Through Pride Time, clubs & activities, diverse course offerings, extensive CTE course offerings, within the classroom choice, and student discussion panels all offer PHS scholars the opportunity to exercise their independence and take responsibility for their learning and their community.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Rubrics/Equity/Parity in Grading- Momentum in this direction needs to continue to see more widespread benefits from these initiatives. There is no horizontal or vertical

alignment with the rubrics and teachers need to be able to calibrate to allow equity across grade levels and subject areas.

2. Support and Differentiation for SPED, EL, African American, and Foster Youth - data still reveals a weakness in this area, and observations, work sample analysis and surveys on instruction support the finding that teachers are not explicitly focused on support and differentiation for the above mentioned groups as much as on some other areas of instruction.
3. Explicit identification of CCR at PHS: how can PHS work to define the hallmarks of CCR for all students, as well as ways to measure this, so that all teachers can be working together towards preparing each student for life after graduation, and not only to master the identified LT's of each course?

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Instruction Focus Group Walk-Through/Observation Forms

Student Work Analysis

WASC Teaching & Learning Examination of Work

Student Assignments and Work Samples

Google Surveys

CTE Data At A Glance

My 10 Year Plan

Rubrics

Enriching Students Data- Pride Time

Push-in Schedules for ELD, SDAIE, and SPED Support

Master Schedule

Student, Parent, and Staff Interviews

Career Center Calendar/Monthly Newsletter

Pride Time Homeroom Lessons

PBIS Lessons (Day 1-7)

Sample Rubrics

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

Visiting Committee Comments

PHS schedules monthly staff meetings for teachers to engage in collaboration on common formative and summative assessments. During Pride time and other teacher-scheduled periods, students are provided with opportunities for retakes, and teachers reteach content as needed, guided by assessment data analysis. Some department PLCs discuss and assign retakes and reteaching responsibilities to teachers within the department.

Students with an IEP or 504 plan receive accommodations as outlined in their plans. While teachers utilize Aeries at a basic level, they lack training or permissions to utilize it for assessment data retrieval and analysis. Course scheduling for students follows a sequential process, with assessment data informing appropriate class placements.

Analysis of assessment data informs academic support strategies for students, such as designated math or English Pride Time based on iReady assessment data, and interventions tailored to content area assessment data. Although professional development on using iReady data has been provided, it has been ineffective. Teachers express a desire for PD focused on using data to provide effective intervention services for students.

PD offerings may not always align with teachers' needs, but teachers are supported in advocating for relevant PD opportunities. The administration demonstrates support for PD that aids teachers in improving academic achievement.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Reporting and accountability processes play a crucial role in supporting high achievement for all students by providing transparency, accountability, and data-driven decision-making. One key aspect of these processes is regular and comprehensive reporting to all PHS stakeholders. Through detailed reports on student progress, achievement, and growth, stakeholders gain valuable insights into the effectiveness of instructional strategies, the impact of interventions, and areas needing improvement. By communicating transparently about student outcomes, PHS staff can foster collaboration and partnership with families, enabling families to actively participate in their child's education and provide additional support as needed. Moreover,

transparent reporting cultivates and improves trust and confidence in PHS, ensuring that all stakeholders are informed and engaged in efforts to promote students' academic and social-emotional success.

To sustain the trajectory of Pitman High School's advancement in the realms of reporting and accountability, staff has articulated the imperative for lucid communication, proficient and continuous training, and professional development, as well as requisite resources and backing from the district. These facets encompass clarity regarding expectations, objectives, and purposes of assessments, adept analysis of assessment data, and dissemination of best practices pertaining to data utilization to bolster enhanced student learning outcomes.

Accountability processes serve to hold PHS staff responsible for ensuring equitable access to high-quality education for all students. This includes setting clear standards and expectations for student performance, establishing benchmarks for academic growth, and implementing mechanisms to monitor progress and address disparities. Some of these accountability processes are areas of growth and the PHS staff is well aware of their growth areas. Through accountability measures such as standardized testing, performance metrics, and data analysis training PHS staff is incentivized to continuously improve instructional practices, allocate resources effectively, and provide targeted support to students who are struggling. Furthermore, accountability processes promote equity by identifying and addressing systemic barriers to learning, such as inequitable distribution of resources, disparities in educational opportunities, and bias in assessment practices.

Furthermore, accountability processes go hand in hand with continuous improvement efforts aimed at enhancing educational outcomes for all students. By analyzing data from assessments and other performance indicators, PHS staff can identify trends, patterns, and areas for growth. This data-driven approach enables PHS staff to make informed decisions about instructional strategies, curriculum development, and resource allocation to meet the diverse needs of learners. Moreover, accountability processes encourage collaboration and shared responsibility among all PHS stakeholders, fostering a culture of continuous learning and improvement within schools and districts. Ultimately, by implementing robust reporting and accountability processes, PHS can create a supportive and empowering environment that promotes high achievement for all students, regardless of background or circumstance.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

English, mathematics, social sciences, world languages, and sciences all participate in crafting common assessments. Within these core content areas, analysis of assessment data guides decisions on test composition, retakes, and areas requiring reteaching. These intervention strategies are implemented during designated Pride time, where peers collaborate to compare data and exchange pedagogical insights.

Common assessments are akin to those in English, World History, and World Language. Any member of the grade-level Professional Learning Community (PLC) may administer reassessment and reteaching activities.

The iReady assessment, newly introduced, serves as a diagnostic tool and is conducted during Pride time. To preserve instructional time, adjustments were made to the schedule.

Initially requested by district administration to be administered thrice annually, iReady assessments are now conducted biannually following teachers' feedback.

Standard-based grading was piloted by various PLC groups, starting with Mathematics 2, but implementation faced obstacles and stalled after some years. While some educators adopt standard-based grading, others adhere to traditional grading methods.

Training for iReady lacks effectiveness in supporting teachers with data analysis for instructional purposes. Both formative and summative assessment data inform instruction and course placement.

Calls for improved intervention training and implementation support have been made.

Data disaggregation for intervention lacks focus on historically marginalized students.

Despite iReady and SBAC scores indicating student groups performing below grade level, the high graduation rate at PHS obscures these disparities.

PHS is currently integrating Response to Intervention (RTI) to bolster support for struggling students and foster their academic success.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Utilizing student assessment strategies to monitor and modify learning progress is paramount in fostering high achievement for all students. These strategies provide PHS staff with valuable insights into individual student strengths and areas needing improvement, enabling tailored instruction to meet diverse learning needs. By regularly assessing student performance through various methods such as formative assessments, summative assessments, quizzes,

projects, and standardized tests, PHS staff can identify patterns of progress and areas of difficulty. This proactive approach allows teachers to intervene promptly with targeted interventions, whether through additional support, differentiated instruction, or enrichment activities, to ensure that no student falls behind. As reported in the self-study several content areas have employed common assessments and grading rubrics. The common grading practices are not aligned across PLC's but the fact that the content areas have common assessments and/or grading practices is a start. The PHS self-study states that a small percentage of staff use assessment results to support students in course placement. Moreover, ongoing assessment and modification of learning strategies empower students to take ownership of their learning journey, fostering a growth mindset and self-efficacy as they see their progress and adapt their approaches accordingly.

In fostering academic growth, it is imperative to acknowledge that students' comprehension of their individual learning styles serves as a foundational element. This entails furnishing students with a comprehensive understanding of the specific skills and proficiencies they are expected to acquire within their academic journey. The operational framework at Pitman High School, exemplified through its Professional Learning Communities (PLCs), is deeply rooted in addressing four core inquiries: 1. What are the expected learning outcomes for students? Delineating anticipated learning outcomes. 2. How can we ascertain whether students have attained these objectives? Assessing student attainment of these objectives. 3. What interventions will be implemented if students fail to achieve the desired outcomes? Strategizing interventions for unmet expectations. 4. What actions will be taken if students successfully meet the learning objectives? Devising approaches to further enhance achievement. Student feedback underscores instances where assessments are administered without adequate clarity regarding their underlying purpose and objectives. Students assert a need for enhanced communication regarding academic expectations, support in navigating assessment data, and explicit delineation of assessment purpose and objectives. They posit that such enhancements would bolster their capacity to achieve learning objectives and refine their approach to academic endeavors.

Furthermore, employing student assessment strategies not only aids in individual student achievement but also contributes to the cultivation of a supportive and inclusive learning environment. Through the use of differentiated instruction and personalized learning plans based on assessment data, PHS staff can address the unique needs of each student, ensuring that all learners are appropriately challenged and supported. This approach not only promotes academic excellence but also nurtures social-emotional growth and resilience, as students feel seen, valued, and empowered to strive for success. Ultimately, by prioritizing student assessment strategies to monitor and modify learning progress, educators can pave the way for high achievement for all students, fostering a culture of excellence, equity, and inclusivity in education.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**Areas of Strength for Assessment and Accountability:**

1. PHS has equitable and effective methods of implementing CFAs and CSAs, disaggregating and analyzing data, reporting practice, and grading practices.
2. There are clear course procedures for each course on campus, and clear guidelines for student enrollment.
3. Every department has common assessments, and a variety of common assessments are used in student learning. Most PLCs use assessment data to drive both PLC meetings and Pride Time labs.
4. Pride Time is an opportunity for staff to adjust instruction and drive intervention. Labs are created using common assessment data that has been reviewed by individual PLCs.
5. Staff feels supported by the site administrators. When they request training, PD, etc. the admin team is responsive.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. There exists some confusion surrounding the adopted Solution Tree formative assessment cycle, potentially hindering the implementation of effective instructional practices. This discrepancy is particularly evident in math, science, and English departments, where it conflicts with established curriculum standards.
2. Adequate time and training are required to effectively leverage data derived from benchmarks and state tests. Currently, there is a notable misalignment between grades, graduation rates, and results from state and benchmark assessments. Providing training on the proficient utilization of data from these sources can complement the Continuous Formative Assessment (CFA) data utilized by Professional Learning Communities (PLCs) to drive instructional decisions across all levels.
3. The standardization of assessment frequency and practices across departments and PLCs is not consistently achieved. This disparity may stem from insufficient professional development opportunities and/or time dedicated to defining assessment parameters, implementing strategies, utilizing data, and establishing assessment frequency. It is imperative for the PHS leadership team to clarify these aspects for all current and future staff members.
4. Enhancing communication with teachers regarding the purpose and objectives of assessments is essential. Furthermore, training on data analysis of assessment results and strategies for utilizing this data to inform instruction is crucial for fostering effective teaching practices.
5. Improving communication with students regarding the purpose, objectives, and results of assessments is an area where growth is needed, as it directly impacts student learning.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Improved student performance on CFAs and CSAs over time.
- Reduction in achievement gaps among different student demographics.
- Consistent and fair grading practices reflected in student grades and feedback.
- Clear understanding and adherence to course procedures demonstrated by students.
- Alignment between assessment results and curriculum goals.
- Consistent performance trends across various common assessments.
- Student progress demonstrated through assessment data analysis.
- Evidence of assessment data influencing instructional decisions and improvements in student achievement.
- Demonstrated improvement in student performance as a result of Pride Time interventions.
- Success stories of students benefiting from Pride Time adjustments.
- Quantitative data showing the impact of Pride Time labs on student learning outcomes.
- Positive feedback from students and staff regarding the usefulness of Pride Time for academic support and enrichment.
- Staff satisfaction surveys indicating a positive perception of administrative support.
- Implementation of suggestions or requests made by staff, demonstrating responsiveness from administrators.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

Visiting Committee Comments

Pitman parents represented in the focus group, expressed clear support and confidence in school leadership. They appreciated both the communication and outreach of the school. They had a great deal of pride in being Pitman parents and expressed confidence that their students were in a safe and caring environment. Some parents had concerns about grading procedures and its complications, in the mathematics department, but overall, they were quite pleased with the access to a wide variety of curriculum that is provided to their students.

Parents also have clear access to grades and information about their students as needed. They report that teachers are responsive and reach out when interventions are needed or there is any cause for concern.

It was also evident that the school has conducted outreach to connect parents with appropriate outside resources that will benefit them such as the PEP program through UC Merced.

Of 36 active clubs, 6 are identified as multicultural. There seems to be a clear process for students to start new clubs and the staff are receptive to student efforts. However, this process does place the onus of cultural understanding in the lap of the students. The faculty bears much of this responsibility of embedding cultural understanding in the pedagogy of every class on campus.

In large part because of the school culture, which is described as positive and inclusive by students, one of teamwork by staff, and safe and academic by parents, staff has earned the trust of the spectrum of stakeholders. There is evidence of some recognition of individual identities of families and the communities for connecting with services that may be helpful or enriching. It is not clear how systematized those connections are. There is evidence of recognition of the individual identities of families and communities, indicating efforts to understand and respect the diverse backgrounds and needs of students and families.

While there are efforts to connect families with services, the extent to which these connections are systematized or formalized is unclear. There may be opportunities to further streamline and enhance these connections to ensure comprehensive support for students and families.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Overall, the feedback from Pitman parents highlights several strengths of the school, including effective leadership, communication, safety, and opportunities for student involvement and diversity. However, there are also areas for potential improvement, such as addressing concerns about grading procedures and ensuring continued support for diverse student interests and needs.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

Visiting Committee Comments

The school has quick, clear responses to fights. The walkways are generally clear during class time with students who are out and about, carrying a pass. There does not appear to be a clear expectation that only one student at a time visits the bathroom at a time during class time.

It seems that the PBIS standards are inconsistently applied at times, this was particularly highlighted by students as they spoke with the committee. Behavioral expectations are always a challenge, so this observation among students is certainly not an outlier in a high school setting. Both students and parents expressed high confidence in feeling safe at the school. This was observed and reported in both formal and informal observations and inquiries to various stakeholders.

Parents were pleased with the access their students have to a wide variety of curriculum, indicating that the school offers a diverse range of educational opportunities. They expressed confidence that their students are in a safe and caring environment, which is essential for their overall well-being and academic success. And they appreciated the school's communication efforts and outreach programs, which contribute to a strong sense of community and involvement.

In terms of school culture, parents expressed clear support and confidence in the school leadership, indicating that they feel their children are in capable hands. Students also described the school culture as one of positivity, inclusivity, and support.

Overall, the positive school culture and collaborative efforts among stakeholders have

contributed to a trusting and supportive educational environment at Pitman High School. Continuing to prioritize inclusivity, communication, and support services will further strengthen the school's ability to meet the diverse needs of its students and families.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Overall, while Pitman High School demonstrates strengths in its response to safety concerns and efforts to manage student movement, there are areas such as PBIS implementation and consistency in behavioral expectations that may benefit from further attention and improvement. By addressing these areas, the school can continue to enhance its overall effectiveness in promoting a positive and safe learning environment for all students and stakeholders.

E3: Academic, Social-Emotional, and Multi-tiered Supports

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

Visiting Committee Comments

Students use Pride Time in a variety of ways. It is primarily used as an intervention and make-up period for students who need extra time or attention from teachers in specific subject areas. It is the primary mode to make up assessments and other things missed during the regular class time. This relieves a tremendous burden from teachers and students alike to make up missed assessments, or retake assessments, outside of class hours. There is a budding sense among some that the endless retakes available through Pride Time inhibit advancement, this surfaced in meetings with teachers and some students.

For students who do not need intervention, Pride Time is an enrichment period where students choose what activities they wish to engage in. We did not see Homeroom as that is a more limited period, which takes place once a week, though it is reported that Homeroom is where behavioral expectations are set, then sometimes, inconsistently applied, through the remainder of the school year.

Students also reported that they are able to find various points of engagement at Pitman in their areas of interest. They report the need for difficult trade offs due to scheduling, which in many cases, cannot be prevented. Whether the elective choices are limiting or not, students would benefit from discussing 4 year programs before being locked into 9th grade classes. In conversation with students, this may be serving as an impediment to some completing CTE

pathways, though many pathways are quite new so the data is still developing.

Students have access to enriching CTE programs which reflect the local economy and career opportunities in the local community. There was tremendous excitement in the students when interest was sparked in one of these offering areas; students engaging felt well-prepared and excited for future career paths.

Pitman notes that providing a culturally responsive curriculum that represents the various cultures on campus is a high priority for our site and district. This would also provide more opportunities for students to celebrate and learn about cultures and identities in addition to their own.

The school seems to be emerging on the path to implementing culturally responsive curriculum. The English Department has implemented texts reflective of many of the cultures on campus. It is not clear that the staff has engaged in formal training about ways to incorporate, discuss, and include culturally responsive pedagogy in every classroom. Responses to inquiries about the implementation of cultural responsiveness always circled back to the existence of multicultural clubs on campus. The principal reports that work in this area is a priority for the school and the district. The committee notes in its observations and discussions that work in this area is in the very formative stages of exploration. Implementation of UDL and culturally responsive pedagogy are being explored but are not currently the focus of staff development. The principal validated this observation.

Faculty frequently tout the existence of the many clubs on campus including six that are specifically identified as multicultural. While this is a starting point, there seems to be a lack of emphasis on what is going on in the classroom. The school notes that teacher professional development needs to take place around being culturally responsive to all students in the classroom. This is validated in observations of the visiting committee.

Students expressed a clear desire for spaces and time on campus for socio-emotional support. They said that academic counselors are great resources but not always available when needed for emotional support or space for the many issues that arise in young people's lives. They expressed a desire for a wellness center and space for resetting when facing challenges. They clearly stated that while they feel that adults on campus care about them and they feel safe, they need a space akin to a wellness center for some of the issues they face. The principal has a small space in the works for next year, though it is more limited than what students say is needed. Students also requested a dedicated mental health professional on campus, they do not have that available right now and the students were clear that this is badly needed.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Overall, while Pitman High School shows promise in its efforts towards cultural responsiveness and student engagement through CTE programs, there are areas such as staff training, curriculum development, and student support that require further attention and development to ensure the holistic success of all students.

Creating dedicated spaces for socio-emotional support aligns with promoting a positive and supportive school climate where students feel valued, supported, and empowered to navigate the complexities of adolescence. It's essential for schools to continue exploring ways to enhance and expand such support services to meet the evolving needs of their student population.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Students report that they feel the adults on campus care about them.
2. Students and parents expressed a strong feeling of safety at PHS. Students also widely expressed that there is a respectful, collegial, caring attitude among students.
3. Communication was described as strong from all stakeholders, including effective use of social media modes of communication, as well as phone calls, emails, and text messages. Many parents found ParentSquare particularly helpful.
4. Students described the school as having a positive, inclusive culture.
5. Students and staff felt listened to in the governing of the school; classified staff described the school culture as one of teamwork.
6. Parents spoke very highly of the guidance offered by the academic counselors, particularly as it pertained to college and post-high school options.
7. Students felt that there are a variety of options available at PHS for any interest.
8. Students appreciated the layout and cleanliness of the campus.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Culturally Responsive Curriculum: While the English Department has made strides in implementing texts reflective of diverse cultures, there's a need for formal training for staff on incorporating culturally responsive pedagogy across all classrooms. The emphasis on multicultural clubs as a response to inquiries suggests a gap in understanding or implementation beyond extracurricular activities.

2. **Prioritization of Cultural Responsiveness:** The principal acknowledges the importance of cultural responsiveness and reports that it's a priority for both the school and the district. However, the observations suggest that the work in this area is still in the early stages and needs further development.
3. **Teacher Professional Development:** There's a recognized need for teacher professional development around being culturally responsive to all students in the classroom. Overall, the positive school culture and collaborative efforts among stakeholders have contributed to a trusting and supportive educational environment at Pitman High School. Continuing to prioritize inclusivity, communication, and support services will further strengthen the school's ability to meet the diverse needs of its students and families. underscores the importance of ongoing training to ensure that educators have the necessary tools and strategies to effectively support diverse student populations.
4. **Student Engagement and CTE Programs:** Students express excitement and readiness for future career paths through access to enriching Career and Technical Education (CTE) programs that align with local opportunities. However, there are challenges with scheduling and elective choices that may impact some students' ability to complete CTE pathways.
5. **Discussion on 4-Year Programs:** Students could benefit from discussions about 4-year programs before committing to 9th-grade classes, potentially addressing any impediments to completing CTE pathways. This highlights the importance of providing students with comprehensive guidance and support to make informed decisions about their academic and career paths.
6. **Wellness Center Concept:** Students articulated a desire for a wellness center or similar dedicated space where they can receive support and have the opportunity to reset when facing challenges. This suggests a recognition of the importance of holistic well-being and the need for comprehensive support services beyond academic counseling.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Focus groups with:

- Students
- Parents
- Certificated staff
- Classified staff
- School principal
- Classroom observations
- Informal conversations with students on campus

- **Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**

Schoolwide Strengths

Pitman HS identified the following as Schoolwide Strengths

1. Pride Time: the embedded intervention time established at PHS is beneficial in multiple ways. It allows space for tier 1, 2, and 3 intervention, as well as enrichment. Students have agency and voice to choose labs to support their needs.
2. PHS is an equitable campus. Mission and vision support equity. All students have access to support through Pride Time. All students have access to honors, AP and CTE courses, and extracurricular activities.
3. Although there is still work to be done, PHS has challenging and rigorous offerings and curriculum for all students in academic, CTE and elective courses. These courses are supported by departments and collaborative teams which have well established systems for assessing and supporting all students.
4. Pitman High has an active and inclusive culture. Student involvement is high on campus, with many opportunities for engagement and sustainment of an atmosphere of inclusion and equity throughout campus. A variety of cultures and perspectives are supported on campus.

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification:

5. Campus is safe and clean (due to efforts of staff and students who make this a priority)
6. Counselors/Career Center are seen as highly effective, important and an active resource to support students
7. Pitman pride is high among all stakeholder groups: students, parents, classified staff, certificated staff

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

1. While PHS has well established collaborative teams within each department, there is little alignment of collaborative teams within each department. Vertical articulation and common department wide essential standards, academic vocabulary and instructional strategies are lacking in many cases. This has led to fragmented departments.
2. While PHS is committed to assessment cycles, the unit designs of recently adopted curricula for many departments don't lend themselves to the short, tight assessment cycles that we previously developed as a site, and collaborative teams are struggling to reconcile the two and adapt old cycles to the new curricula.
3. Improve literacy skills for all students, particularly those in identified subgroups.
4. Improve proficiency of students in mathematics courses.

There are no additional items the Visiting Committee has identified, However, the Visiting Committee felt strongly that Pitman HS needs to prioritize and emphasize work to be done in addressing the following areas of their Schoolwide Action Plan

- **Departmental Vertical Articulation**—address grading equity and consistency
- **Assessments**—communicate the purpose of assessments to students and staff
- **Literacy**—improve upon access to, and use of, culturally responsive curriculum and instruction across all classes
- **Literacy**—ensure that this area is the responsibility of all departments

The who/what/why elements of each item listed above are outlined in the Schoolwide Action Plan for Pitman HS.

Chapter 5: Ongoing School Improvement

Pitman HS has identified four overarching areas of need and have designed a comprehensive PHS Action Plan to address them. The identified areas are summarized below:

- **Departmental Vertical Articulation**—aligning departments in the areas of essential academic standards, academic vocabulary and instructional strategies
- **Professional Learning Communities (PLC)**—strengthening existing efforts, with an emphasis on assessments and assessment data
- **Literacy**—strengthening practices and outcomes in this area, with an emphasis on identified student groups
- **Math**—improve proficiency of all students

As already stated, the Visiting Committee believes the school needs to prioritize certain areas already outlined in the Schoolwide Action Plan (addressing culturally responsive practices, purpose of assessments, literacy addressed by all and grading consistency/equity).

The Schoolwide Action Plan (SWAP) outlines the alignment with the SPSA and LCAP.

If successfully implemented and executed, the plan would be highly effective in addressing the identified student learner need and impacting student achievement. The staff demonstrated sufficient levels of buy-in and commitment to the objectives and actions outlined in the plan and there was honest acknowledgement of the importance of the work needing to be done, while also remarking that the amount of the valuable resource of time (for collaboration, training, professional development overall) is a concern.

The process of implementing and monitoring progress of the Schoolwide Action Plan is in place, as outlined in the plan. PLC’s, Leadership Team and Administration will work together, as applicable, to monitor and assess progress.

The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school engaged in a thorough process of analysis and assessment of their school programs, services and supports through the self-study. They have effectively identified their prioritized areas of need and crafted a Schoolwide Action Plan that, if successfully implemented, should have a strong impact on student achievement and student well-being.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The acknowledgment of the importance of the plan and work to be done was evident among staff. The motivation to move this forward was evident as well. The questions and concerns about sufficient time for collaboration, training, comprehensive buy-in from staff and other activities needed to move this plan forward were consistently articulated.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students			X	
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership for Learning (A3)			X	
Qualified Staff and Professional Development (A4)		X		
Resources (A5)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)			X	
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)			X	
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan/SPSA		X		