John H. Pitman High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	John H. Pitman High School
Street	2525 West Christofferson Pkwy.
City, State, Zip	Turlock, CA 95382-9509
Phone Number	(209) 226-6500
Principal	Angela Freeman
Email Address	afreeman@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/Domain/16
Grade Span	9-12
County-District-School (CDS) Code	50757395030283

2024-25 District Contact Information

District Name	Turlock Unified School District
Phone Number	209.667.0633
Superintendent	David Lattig
Email Address	dlattig@turlock.k12.ca.us
District Website	www.turlock.k12.ca.us

2024-25 School Description and Mission Statement

Pitman High School (PHS), Home of the Pride, is a comprehensive high school in Turlock, CA with approximately 2,000 students in grades 9 – 12 and approximately 200 staff members. PHS serves a diverse student body including 290 English Learners and 224 students who receive special education services. PHS offers over 20 Advanced Placement courses, 100+ A-G courses, and a variety of Career Technical Education (CTE) courses covering 8 different CTE sectors with our courses having articulation agreements or dual enrollment with Modesto Junior College and University of Merced 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. We also offer many elective

2024-25 School Description and Mission Statement

opportunities in Fine Arts, Music, and World Language. PHS has always been proud to offer a large variety of clubs, organizations, and events so that there is something for everyone who desires to participate

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

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

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

In 2024 Pitman updated its Student Learning Outcomes (SLOs). Below is what we have committed to:

P - Proficiency in Reading and Problem Solving
R - Responsibility
I - Inclusivity
D - Determination
E - Empathy

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	478
Grade 10	535
Grade 11	503
Grade 12	466
Total Enrollment	1,982

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.7
Asian	9.6
Black or African American	1.8
Filipino	0.3
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.3
White	28
English Learners	15.4
Foster Youth	0.3
Homeless	0.8
Migrant	0.8
Socioeconomically Disadvantaged	66.5
Students with Disabilities	10.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	78.80	82.70	551.80	86.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	0.76	3.70	0.58	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	1.02	13.60	2.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.70	9.14	35.90	5.63	12115.80	4.41
Unknown/Incomplete/NA	6.00	6.36	33.30	5.22	18854.30	6.86
Total Teaching Positions	95.30	100.00	638.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	83.00	86.96	562.30	88.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	0.63	8.60	1.35	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	1.96	7.70	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.80	4.02	24.70	3.87	11953.10	4.28
Unknown/Incomplete/NA	6.10	6.42	35.30	5.53	15831.90	5.67
Total Teaching Positions	95.50	100.00	638.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.20	84.39	536.10	87.60	231142.40	100.00
Intern Credential Holders Properly Assigned	1.20	1.33	10.50	1.72	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	2.41	12.80	2.09	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.90	3.15	20.70	3.39	11746.90	4.23
Unknown/Incomplete/NA	8.10	8.69	31.80	5.20	14303.80	5.15
Total Teaching Positions	93.80	100.00	612.00	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.60	1.50	1.6
Misassignments	0.30	0.30	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.90	1.80	2.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	8.70	3.80	2.9
Total Out-of-Field Teachers	8.70	3.80	2.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	0.2	0.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-11: Edge Reading, Writing & Language (Level A, Level B, and Level C) English Intensive Intervention Program & ELD/2014, Grade 9: MyPerspectives ELA/2017, Grades 10&11: MyPerspectives ELA/2017 Grade 11 AP The Language of Composition/2018; Grade 11 AP The Norton Reader/2016; Grade 12 AP The Bedford Intro to Lit/2008; Grade 12: Expository Reading and Writing Course/2013; Grade 12 They Say, I Say/2013	Yes	0
Mathematics	Grades 9-10 Integrated Math 1/2015; Grades 9-10 Integrated Math 1 Honors/2015; Grade 10 Integrated Math II/2016; Grade 10 Integrated Math II Honors/2016; Grade 11 Integrated Math III/2017 Grade 11 Integrated Math III Honors/2017; Grade 12 Transition to College Level Math/2020; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics/2020	Yes	0
Science	Grades 9-12 Biology California/2008; Grades 9-12 Honors Campbell Essential Biology with Physiology/2010; Grades 11-12 AP Biology 12th Edition/2020; Grades 9-12 Chemistry California 2007; Grades 9-12 Honors Basic Chemistry 5th Edition/2017; Grades 9-12 AP Chemistry: The Central Science 15th Edition/2022, Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2002, 2009; Grades 9-12 College Physics/2018 Grades 9-12 AP Physics/2002	Yes	0
History-Social Science	Grade 10 Impact: World History Culture & Geography-Modern World Ca Edition/2019; Grade 10 Western Civilization/2016; Grade 10 Ways of the World/2020; Grade 11 Impact: United States History/Geo./2019; Grade 11 The American Pageant/2012,2016; Grade 12 American Government & Politics Today 2012; Grade 12 AP American Politics Today/2017 Grade 12 Impact: Principles of American Democracy/2019; Grade 12 Impact: Principles of	Yes	0

	Economics/2019; Grade 12 AP Krugman's Economics for AP/2011		
Foreign Language	Grades 9-12 Spanish: Descubre Levels 1-3, Vista Higher Learning/2017; Espanol Escrito 5,Vista Higher Learning/2017; Reflexiones, AP Edition, Pearson/2005, Mundo Real & Mundo Real 2, Cambridge/2015; Abriendo Paso: Lecturas, Abriendo Paso Gramatica, Pearson/2014; Imagina: Espanol Sin Barreras Pearson/2014; Grades 9-12 Portuguese: Ponto De Encontro, Prentice Hall/2017; Grades 9-12 German: Geni@Klick German Textbook Level 1 & 2, Klett-Langenscheidt/2013; Grades 9-12 French Discovering French Today! Level 1 -3, McDougal Littell/2013	Yes	0

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

School Facility Conditions and Planned Improvements

An assessment was done in July 2024 using the Facility Inspection Tool (FIT), Pitman High is currently a Williams School as such this inspection was completed by SCOE representative John Cicinato. The school buildings and grounds of Pitman High have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges, and all visitors check in and out at the school office. Cleanliness: Pitman High School employees 1 Operations Manager, 1 Head Custodian, 5 Custodians and 4 Groundskeepers. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Pitman High School was constructed in 2002 and continues to be maintained to high standards. A modernization was completed in December 2019 which included improvements to athletic fields, culinary arts, fire alarm and security fencing. An addition of 6 classrooms was completed in 2022 Adequacy: The Turlock Unified School District prides itself in offering clean, safe, and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated July 19, 2024 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

Year and month of the most recent FIT report	July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	62	38	37	46	47
Mathematics (grades 3-8 and 11)	19	24	24	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	472	466	98.73	1.27	61.80
Female	230	229	99.57	0.43	65.50
Male	242	237	97.93	2.07	58.23
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	68.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	258	98.47	1.53	55.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	84.21
White	135	133	98.52	1.48	68.42
English Learners	63	61	96.83	3.17	9.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	313	308	98.40	1.60	56.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	43	100.00	0.00	16.28

2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	472	463	98.09	1.91	24.46
Female	230	229	99.57	0.43	19.65
Male	242	234	96.69	3.31	29.18
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	34.15
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	256	97.71	2.29	17.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	36.84
White	135	132	97.78	2.22	32.06
English Learners	63	61	96.83	3.17	4.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	313	306	97.76	2.24	20.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	43	100.00	0.00	6.98

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.66	22.92	23.56	22.32	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	949	784	82.61	17.39	23.21
Female	452	374	82.74	17.26	22.46
Male	497	410	82.49	17.51	23.90
American Indian or Alaska Native	--	--	--	--	--
Asian	105	89	84.76	15.24	35.96
Black or African American	13	11	84.62	15.38	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	519	426	82.08	17.92	16.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	28	84.85	15.15	28.57
White	266	217	81.58	18.42	30.88
English Learners	116	98	84.48	15.52	1.02
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	619	510	82.39	17.61	17.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	98	78	79.59	20.41	7.69

2023-24 Career Technical Education Programs

Pitman High School
CTE Sectors, Pathways & Courses
2024-2025

Sector: Agriculture & Natural Resources
Pathways:

- Ag Mechanics
Courses: Ag Engineering, Ag Welding, Welding & Fabrication

- Agriscience
Courses: Biology & Sustainable Ag, Chemistry & Agriscience, Adv. Interdisciplinary Science

- Animal Science
Courses: Veterinary Science, Animal Anatomy, Physiology & Vet Medicine

- Ornamental Horticulture
Courses: Environmental Horticulture, History of Floral Art, Floral Design

- Ag Business

Courses: Ag Business Leadership

Sector: Arts, Media & Entertainment
Pathways:

- Production & Managerial Arts

Courses: Video Arts, Broadcast & Video Production I

Sector: Ed, Child Development & Family Services
Pathways:

- Education

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

Sector: Information & Communication Technology
Pathways:

- Software & Systems Development

Courses: Exploring Computer Science, AP Computer Science

- Games & Simulations

Courses: Computer Game Development

Sector: Business & Finance
Pathways:

- Business Management

Courses: Intro to Business & Technology, Small Business Management

- Financial Services

Courses: Business & Finance

Sector: Health Science & Medical Technology
Pathways:

- Patient Care

Courses: Anatomy & Physiology, Sports Medicine

Sector: Hospitality, Tourism & Recreation
Pathways:

- Food Service & Hospitality

Courses: Food & Nutrition, Culinary Arts

Sector: Public Service
Pathways:

- Public Safety

Courses: Criminal Justice, Criminal Investigation

CTE Program Totals for Pitman High School: 8 Sectors, 10 Pathways, 29 Courses

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1011
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.19
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	55.58

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	86.4%	93.6%	94.0%	94.0%	93.8%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Committee, Parent Advisory Council, Freshman Orientation, Pitman Budget Committee, Back-to-

2024-25 Opportunities for Parental Involvement

School Night, Sports Information Night, Annual Parents' College Information Night, Financial Aid Night, NCAA Athletic Information Night, Band Boosters, Aquatics Boosters, Pitman Pride Boosters, Baseball Boosters, FFA Boosters, Pitman Pride Athletic Boosters, Sober Grad Night Committee, Occupational Olympics, Individual Educational Program (IEP) Meetings, 504 Meetings, Student Study Team Meetings, Future Farmers of America (FFA), Theater/Drama Program, and virtual/in person Parent Trainings/Information Nights. Parent surveys are utilized to collect data on various school related topics (e.g. safety, involvement, services, programs, cultural responsiveness). The TUSD Family Resource Center is an opportunity for parents to have support that will provide resources, programs, and services based on the needs and interests of our diverse families.

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

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

C. Engagement	State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.3	2.6	3.4	5.2	4.7	5.2	7.8	8.2	8.9
Graduation Rate	95.7	95.7	95.1	93.1	93.5	93.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	470	447	95.1
Female	219	210	95.9
Male	250	236	94.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	62	58	93.5
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	253	244	96.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	129	122	94.6
English Learners	86	74	86.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	343	322	93.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	58	48	82.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2158	2064	420	20.3
Female	1010	970	226	23.3
Male	1147	1093	194	17.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	14	1	7.1
Asian	203	200	34	17.0
Black or African American	45	41	11	26.8
Filipino	--	--	--	--
Hispanic or Latino	1216	1154	263	22.8
Native Hawaiian or Pacific Islander	15	14	2	14.3
Two or More Races	27	27	4	14.8
White	593	572	96	16.8
English Learners	353	335	97	29.0
Foster Youth	--	--	--	--
Homeless	19	16	3	18.8
Socioeconomically Disadvantaged	1467	1402	333	23.8
Students Receiving Migrant Education Services	17	16	1	6.3
Students with Disabilities	250	240	88	36.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	9.48	12.22	4.91	6.47	6.93	4.05	3.17	3.60	3.28
Expulsions	0.05	0.00	0.00	0.03	0.00	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.91	0.00
Female	3.76	0.00
Male	5.93	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	2.46	0.00
Black or African American	8.89	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.84	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.05	0.00
English Learners	9.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.61	0.00
Students Receiving Migrant Education Services	5.88	0.00
Students with Disabilities	10.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan. Board approved: June 18,2024.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	26	65	2
Mathematics	23	26	52	8
Science	22	23	26	3
Social Science	25	19	24	21

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	15	60	6
Mathematics	26	19	50	8
Science	26	9	30	9
Social Science	27	13	35	13

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	31	46	7
Mathematics	27	13	51	5
Science	25	15	25	5
Social Science	25	17	41	5

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	330.33

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,861	$6,130	$11,731	$100,023
District	N/A	N/A	$10,859	$98,370
Percent Difference - School Site and District	N/A	N/A	7.7	1.7
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	8.5	2.3

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2023-24 Types of Services Funded

Pitman High School has both short and long-term independent study to support individual students' needs. PHS has a credit recovery program during the school day and after school hours monitored by a credentialed teacher who supports students' online learning.

The PHS staff is developing various levels of support, not just academically but also for social, emotional, and behavioral needs. Pride Time Homeroom lessons include topics for class discussions such as digital citizenship, college and career readiness, behavioral expectations, cultural responsiveness, and PBIS. The Child-Welfare Attendance Specialist along with the Pitman Attendance Review Team meets regularly to review student attendance and establish plans for students in need of intervention for attendance-related concerns. Pitman works with our mental health clinicians to provide support for students who may need more intense counseling intervention services.

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,018	$59,551
Mid-Range Teacher Salary	$91,612	$93,855
Highest Teacher Salary	$123,236	$120,219
Average Principal Salary (Elementary)	$158,303	$151,525
Average Principal Salary (Middle)	$159,835	$158,215
Average Principal Salary (High)	$175,500	$171,087
Superintendent Salary	$281,971	$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	4%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	27.2

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

Subject	Number of AP Courses Offered
Computer Science	2
English	9
Fine and Performing Arts	2
Foreign Language	5
Mathematics	5
Science	5
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

Professional Development

Professional Development
The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include subject matter, English language development, best practices, equity, and social emotional learning. Multiple measures including CAASPP results, ELPAC achievement data, common formative assessments, and data from site walk through/educational rounds are utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration outside of the school day. The collaboration time allows teachers to focus on the four essential questions of a PLC, 1.) What do we expect students to learn? 2.) How do we know if students have learned? 3.) What will we do if they don't learn it? 4.) What will we do if they do learn it?

Year one and year two teachers are enrolled in TUSD's Induction Program. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching.

Professional development and support is provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Advanced Placement; Small Group Instruction; Social Emotional Learning, Biliteracy, and Next Generation Science Standards. TUSD has invested in training teachers in LETRS-Language Essentials for the Teachers of Reading and Spelling. Two cohorts have completed the two year course work and another two cohorts are in progress. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has reading and math intervention teachers at all nine elementary sites to accelerate student learning.

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

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3