John H. Pitman High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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	Janine Arakelian
Email Address	jarakelian@turlock.k12.ca.us
School Website	https://www.turlock.k12.ca.us/Domain/16
Grade Span	
County-District-School (CDS) Code	50757395030283

2025-26 District Contact Information

District Name	Turlock Unified School District
Phone Number	209.667.0632
Superintendent	David Lattig
Email Address	dlattig@turlock.k12.ca.us
District Website	www.turlock.k12.ca.us

2025-26 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 Digital Media. We also offer many elective 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 to connect to.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	512
Grade 10	477
Grade 11	521
Grade 12	476
Total Enrollment	1,986

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	51.9
Non-Binary	0.1
American Indian or Alaska Native	0.5
Asian	9.2
Black or African American	2.1
Filipino	0.4
Hispanic or Latino	56.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.5
White	27.6
English Learners	16.2
Foster Youth	0.3
Homeless	0.9
Migrant	0.4
Socioeconomically Disadvantaged	66.3
Students with Disabilities	10.7

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.

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	86.96	562.3	88.04	234405.2	84
Intern Credential Holders Properly Assigned	0.6	0.63	8.6	1.35	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	1.96	7.7	1.21	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	4.02	24.7	3.87	11953.1	4.28
Unknown/Incomplete/NA	6.1	6.42	35.3	5.53	15831.9	5.67
Total Teaching Positions	95.5	100	638.7	100	279044.8	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.

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)	79.2	84.39	536.1	87.6	231142.4	83.24
Intern Credential Holders Properly Assigned	1.2	1.33	10.5	1.72	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	2.41	12.8	2.09	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	3.15	20.7	3.39	11746.9	4.23
Unknown/Incomplete/NA	8.1	8.69	31.8	5.2	14303.8	5.15
Total Teaching Positions	93.8	100	612	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	80.7	87.04	543.4	87.97	230039.4	100
Intern Credential Holders Properly Assigned	0.2	0.22	3.5	0.57	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.8	1.98	7.6	1.24	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.6	2.85	22.2	3.59	12112.8	4.34
Unknown/Incomplete/NA	7.3	7.9	40.9	6.63	13705.8	4.91
Total Teaching Positions	92.7	100	617.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.50	1.6	1
Misassignments	0.30	0.6	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	2.2	1.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.1
Local Assignment Options	3.80	2.9	2.5
Total Out-of-Field Teachers	3.80	2.9	2.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.2	0.2	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	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	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 Economics/2019; Grade 12 AP Krugman's Economics for AP/2011	0
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	0

	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	

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

School Facility Conditions and Planned Improvements

An assessment was done in September 2025 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 September 30, 2025 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time..

Year and month of the most recent FIT report	September 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	50	37	40	47	48
Mathematics (grades 3-8 and 11)	24	22	25	27	35	37

2024-25 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	492	477	96.95	3.05	49.69
Female	235	229	97.45	2.55	54.15
Male	257	248	96.50	3.50	45.56
American Indian or Alaska Native	--	--	--	--	--
Asian	47	46	97.87	2.13	52.17
Black or African American	16	15	93.75	6.25	20.00
Filipino	0	0	0	0	0
Hispanic or Latino	264	257	97.35	2.65	44.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	38.10
White	132	128	96.97	3.03	64.06
English Learners	75	70	93.33	6.67	11.43
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	299	97.08	2.92	40.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	48	96.00	4.00	10.42

2024-25 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	492	486	98.78	1.22	21.81
Female	235	233	99.15	0.85	20.17
Male	257	253	98.44	1.56	23.32
American Indian or Alaska Native	--	--	--	--	--
Asian	47	47	100.00	0.00	38.30
Black or African American	16	15	93.75	6.25	6.67
Filipino	0	0	0	0	0
Hispanic or Latino	264	261	98.86	1.14	14.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	9.52
White	132	131	99.24	0.76	32.82
English Learners	75	75	100.00	0.00	1.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	304	98.70	1.30	13.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	50	100.00	0.00	6.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.92	21.36	22.32	23.83	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	959	803	83.73	16.27	21.54
Female	463	380	82.07	17.93	20.26
Male	496	423	85.28	14.72	22.70
American Indian or Alaska Native	--	--	--	--	--
Asian	88	64	72.73	27.27	21.88
Black or African American	23	18	78.26	21.74	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	525	438	83.43	16.57	15.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	35	87.50	12.50	28.57
White	265	232	87.55	12.45	31.47
English Learners	133	102	76.69	23.31	0.98
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	599	505	84.31	15.69	17.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	94	79	84.04	15.96	10.13

2024-25 Career Technical Education Programs

Pitman High School
CTE Sectors, Pathways & Courses
2025-2026

Sector: Agriculture & Natural Resources
Pathways:

- Ag Mechanics

Courses: Ag Engineering; Ag Welding; Welding & Fabrication

- Agriscience

Courses: Biology & Sustainable Ag; Chemistry & Agriscience; Adv. Interdisciplinary Science in Ag

- Animal Science

Courses: Veterinary Science; Veterinary Medicine

- Ornamental Horticulture

2024-25 Career Technical Education Programs

Courses: Environmental Horticulture; History of Floral Art; Floral Design

Sector: Arts, Media & Entertainment
Pathways:

- Multimedia Production

Courses: Digital Media; Broadcast & Video Production I

Sector: Ed, Child Development & Family Services
Pathways:

- Education

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

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: Foods; Culinary Arts

Sector: Public Service
Pathways:

- Public Safety

Courses: Criminal Justice; Criminal Investigation

CTE Program Totals for Pitman High School: 7 Sectors, 11 Pathways, 25 Courses

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1047
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	54.5

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.2
Graduates Who Completed All Courses Required for UC/CSU Admission	60.48

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.

2024-25 California Physical Fitness Test Participation Rates

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	89.7%	90.5%	90.5%	90.1%	90.1%

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.

2025-26 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, Back-to-School Night, Sports

2025-26 Opportunities for Parental Involvement

Information Nights, Future Pathways event, Financial Aid Night, Band Boosters, Aquatics Boosters, Pitman Pride Boosters, Baseball 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 invited to attend Pride Parent Panel meetings held throughout the year to provide input and receive information related to school topics. A monthly newsletter, Pitman Pride Monthly Roar, is sent to all parents and guardians via Parent Square with school updates and important information.

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, 209-226-6550.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.6	3.4	1.7	4.7	5.2	4.2	8.2	8.9	8
Graduation Rate	95.7	95.1	95.6	93.5	93.3	93.4	86.2	86.4	87.5

2024-25 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	479	458	95.6
Female	231	225	97.4
Male	248	233	94.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	42	39	92.9
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	266	253	95.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	137	133	97.1
English Learners	90	79	87.8
Foster Youth	--	--	--
Homeless	16	13	81.3
Socioeconomically Disadvantaged	367	347	94.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	46	35	76.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2126	2045	444	21.7
Female	1017	978	221	22.6
Male	1108	1066	222	20.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	--	--	--
Asian	196	188	32	17.0
Black or African American	48	44	14	31.8
Filipino	--	--	--	--
Hispanic or Latino	1195	1156	286	24.7
Native Hawaiian or Pacific Islander	14	13	3	23.1
Two or More Races	31	29	9	31.0
White	572	556	87	15.6
English Learners	370	349	112	32.1
Foster Youth	11	--	--	--
Homeless	30	25	12	48.0
Socioeconomically Disadvantaged	1435	1382	344	24.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	236	227	71	31.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.22	4.91	3.86	6.93	4.05	2.2	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.86	0.00
Female	1.97	0.00
Male	5.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	8.33	0.00
Asian	1.53	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.10	0.00
Native Hawaiian or Pacific Islander	7.14	0.00
Two or More Races	3.23	0.00
White	2.45	0.00
English Learners	6.22	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	4.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.47	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.

2025-26 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 17,2025.

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	31	56	4
Mathematics	26	17	42	13
Science	23	15	24	4
Social Science	26	14	33	16

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$19,050	$7,018	$12,032	$107,492
District	N/A	N/A	$11,072	$104,970
Percent Difference - School Site and District	N/A	N/A	8.3	2.4
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	7.6	3.5

Fiscal Year 2024-25 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 work continuously to strengthen our multi-tiered system of support (MTSS) with a focus on refining practices in each tier of instruction and 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 of 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. Pitman has various supplemental materials and resources to support students (e.g., EL Paraprofessional, Enriching Students, Albert.io, primary language texts). Students who wish to take Advanced Placement (AP) tests are paid for through funds provided by the district.

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$69,264	$62,783
Mid-Range Teacher Salary	$97,595	$97,783
Highest Teacher Salary	$131,283	$128,020
Average Principal Salary (Elementary)	$168,526	$160,224
Average Principal Salary (Middle)	$170,158	$166,992
Average Principal Salary (High)	$186,834	$180,971
Superintendent Salary	$300,299	$313,465
Percent of Budget for Teacher Salaries	33.24%	30.05%
Percent of Budget for Administrative Salaries	4.65%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30

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	12
Fine and Performing Arts	2
Foreign Language	5
Mathematics	10
Science	3
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	64

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.

Professional Development

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. Professional Development for secondary teachers included: inclusive practices, AI literacy, Next Generation Science Standards, essential standards and assessment targets, math instructional practices and deepening understanding of math framework, Ellevation, Interim Assessment implementation in ELA and math. TUSD has invested in training teachers in LETRS-Language Essentials for the Teachers of Reading and Spelling. Three 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. Also, continued professional development in PBIS, Restorative Practices, and Behavior Academies.

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 disabilities, the referral process for students with needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3