

John H. Pitman High School

2525 West Christofferson Pkwy. • Turlock, CA 95382-9509 • (209) 656-1592 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Turlock Unified School District
Turlock Unified School District

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District Governing Board

Lori Carlson, President
Anthony Silva, Clerk
Jeffrey Cortinas, Member
Mary Jackson, Member
Jose Sanchez, Member
Daniel Benedict, Member
Kenneth Howenstine, Member

District Administration

Dana Trevethan
Superintendent
Heidi Lawler
Assistant Superintendent/Educational Services
Marjorie Bettencourt
Assistant Superintendent/Finance and Accountability
David Lattig
Assistant Superintendent/Human Resources
Barney Gordon
Assistant Superintendent/Business Services
Gil Ogden
Director of Student Services
Shellie Santos
Director of Curriculum and Instruction
Fernando Ureno
Director of Human Resources
Alice Solis
Director of English Learners, Assessment and Special Programs
Dr. Laura Fong
Director of Special Education
Tami Truax
Director of CTE and Program Equity
Scott Richardson
Director of Maintenance-Operations
Jennifer Lew-Vang
Director of Child Nutrition
Judy Huerta
Director of Early Childhood Education

School Description

Pitman High School (PHS), Home of the Pride, is a comprehensive high school in Turlock, CA with approximately 2067 students in grades 9 – 12 and approximately 183 staff members. PHS serves a diverse student body including 282 English Learners and 198 students who receive special education services.

PHS MISSION

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

PHS VISION

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

PHS Motto

Never Settle, Never Quit...Roll Pride!

Our Collective Commitments:

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

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

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	590
Grade 10	534
Grade 11	484
Grade 12	507
Total Enrollment	2,115

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.7
Asian	7.7
Filipino	0.4
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	1
White	33
Two or More Races	1.4
Socioeconomically Disadvantaged	55.3
English Learners	14.9
Students with Disabilities	9.2
Foster Youth	0.3
Homeless	0.2

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

Teacher Credentials for John H. Pitman High	18-19	19-20	20-21
With Full Credential	98	99	99
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	5	7	20

Teacher Credentials for Turlock Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	689
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	60

Teacher Misassignments and Vacant Teacher Positions at John H. Pitman High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Grades 9-11: Edge Reading, Writing & Language (Level A, Level B, and Level C) English Intensive Intervention Program & ELD 2014, Grades 9: MyPerspectives ELA/2019, Grades 10&11: MyPerspectives ELA/2003 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;</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>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; Grades 9-12 Algebra & Trig Book 2/1997; Grades 9-12 Advanced Mathematics/2000; Grades 9-12 Calculus of a Single Variable/2014; Grades 9-12 Practice of Statistics/2011; Grade 12 Finite Mathematics/2004, 2011;</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Grades 9-12 Biology California/2008; Grades 9-12 Honors Campbell Essential Biology with Physiology/2010; Grades 11-12 AP Biology Eighth Edition/2011,2014; Grades 9-12 Chemistry California 2007; Grades 9-12 Honors Basic Chemistry 5th Edition/2017; Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2014; Grades 9-12 College Physics/2014 Grades 9-12 AP Physics/2002</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>Grade 10 World History-Modern Times Ca Edition/2006; Grade 10 Western Civilization/2016; Grade 10 Ways of the World/2013 Grades 9-12 Discovering World Geography/2014; Grade 11 United States History/Geo./2013; Grade 11 The American Pageant/2012,2016; Grade 12 US Government Democracy in Action/2010,2013; Grade 12 American Government & Politics Today 2012; Grade 12 AP American Politics Today/2017 Grade 12 American Government Readings & Cases/1998,2003; Grade 12 Economics Today & Tomorrow/2012;</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
<p>Foreign Language</p>	<p>Spanish: McDougal Littell - En Español 1 - En Español 2 - En Español 3 2004 Pearson Reflexiones, AP Edition 2013 Prentice Hall - Abriendo Paso Gramática - Abriendo Paso Lectura 2005 Pearson Español Escrito 5 2005</p> <p>French: The Discovery French Today? Levels I & II</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

An assessment was done in November 2020 using the Facility Inspection Tool (FIT), which was selected by TUSD staff as a suitable tool for our bi-annual safety inspections to determine that a school facility is in 'good repair'. The school buildings and grounds of Pitman High School have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges and all visitors check in and out at the school office. Cleanliness: Pitman High School employees 1 Operations Manager, 1 Head Custodian, 5 Custodians and 4 Groundskeepers. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: Pitman High School was constructed in 2002 and continues to be maintained to high standards. A modernization was completed in December 2019 which included; improvements to athletic fields, culinary arts, fire alarm and security fencing. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated November 2020 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: November 2020

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	64	N/A	45	N/A	50	N/A
Math	28	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	34	N/A	29	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

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

School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Committee, Parent Advisory Council, Freshman Orientation, Pitman Budget Committee, Back-to-School Night, Sports Information Night, Annual Parents' College Information Night, Financial Aid Night, NCAA Athletic Information Night, Band Boosters, Aquatics Boosters, Green Lion Boosters, FFA Boosters, Parent Teacher Student Association (PTSA)/Sober Grad Night Committee, Vocational Olympics, Individual Educational Plan (IEP) Meetings, Future Farmers of America (FFA), Theater/Drama Program, and virtual COVID Parent Trainings.

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

Contact information for formal parent organizations, including booster clubs, is available in the activities office, 209-656-1592.

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.

School Safety Plan (School Year 2020-2021)

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the site on February 25, 2020.

- 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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.0	5.9	5.6	5.2	3.5	3.5
Expulsions	0.1	0.1	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	352.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	6
Other	0.4

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	27	14	46	20	27	13	55	11	28	13	44	20
Mathematics	28	6	49	13	28	11	51	9	28	10	52	11
Science	26	12	41	4	25	20	29	8	23	19	33	5
Social Science	28	9	31	18	28	10	34	15	27	11	42	7

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

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, technology, digital citizenship, best practices, PLC's and leadership. Multiple measures including CAASPP results, CELDT achievement data, common formative assessments, and data from site educational rounds were 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 at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments. Year one and year two teachers are enrolled in TUSD's Induction Program which is in the second year of implementation. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

Professional development and support has been provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Special Education; Instructional Best Practices; Guided Language Acquisition and Design (GLAD); Advanced Placement; Technology; Digital Citizenship, Small Group Instruction; and Next Generation Science Standards. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has a network of nineteen content specialist instructional coaches that are utilized to support staff in classroom implementation as a follow up to all professional development events.

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

Due to COVID 19 in the 2019-2020 school year, the District offered virtual PD for teachers. PD formats for teachers were made available in the following ways: Live on Zoom, Video Recordings, Podcasts, Slide Shows, Video Shorts (short videos), Weekly Newsletter Releases/ EdTech Bytes, and Instagram Tech Bytes. PD topics included: Distance Learning Tips, Blended Learning Tips, Google Classroom navigation, Zoom features, Screencastify, assembling Bitmoji classroom, engaging students online, supporting students during distance learning and blended learning, navigating a chromebook. A PD schedule was posted on the EdTech in TUSD website.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,527	\$52,484
Mid-Range Teacher Salary	\$79,648	\$81,939
Highest Teacher Salary	\$107,141	\$102,383
Average Principal Salary (ES)	\$140,703	\$129,392
Average Principal Salary (MS)	\$144,369	\$136,831
Average Principal Salary (HS)	\$150,928	\$147,493
Superintendent Salary	\$233,232	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12,164	3,886	8,278	86,387
District	N/A	N/A	8,720	\$85,120
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.2	1.5
School Site/ State	6.6	2.1

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

Types of Services Funded

Pitman High School utilizes a wide variety of services that support and assist students in their academic and personal goals. Some of these include Honors and Advanced Placement classes, programs for English Learners, Visual & Performing Arts programs, Embedded intervention/enrichment (Pride Time), Mentor programs through California State University, Stanislaus, Career Technical Education (CTE) pathways, summer school, counseling groups, and after school tutoring.

District content-specific instructional coaches work with our staff to implement appropriate strategies for academic development. The PHS Positive Behavior and Intervention Support (PBIS) team is focused on methods for increasing positive behavior and attendance through consistent interaction and support.

Pitman High School staff members are working to strengthen our multi-tiered system of support (MTSS). Pride Time is a period within the school day that provides students additional time and support in order to meet their individual needs on essential learning targets. Common assessments are used to identify students who are in need of this additional support which may include intervention for, or extension of, the core learning in their classes.

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

The PHS staff is developing various levels of support, not just academically but also for social, emotional, and behavioral needs. Pride Time Homeroom lessons include topics for class discussions such as digital citizenship, college and career readiness, behavioral expectations, and positive character traits. The Pitman Attendance Review Team meets every three weeks to review student attendance and establish plans for students in need of intervention for attendance-related concerns. The Pitman English Learner Task Force examines student progress to determine those with critical academic needs and reviews various pathways for newcomer success.

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 identified needs. A review of progress toward this goal is conducted on a regular basis through an analysis of data and collection of input from members of the Pitman community.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for John H. Pitman High School	2016-17	2017-18	2018-19
Dropout Rate	1.3	1.7	3.6
Graduation Rate	97	96.3	94.8

Rate for Turlock Unified School District	2016-17	2017-18	2018-19
Dropout Rate	5.6	5.4	6.1
Graduation Rate	91.5	91.7	91.2

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	938
% of pupils completing a CTE program and earning a high school diploma	72.9

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.78
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	49.58

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	1	N/A
English	8	N/A
Fine and Performing Arts	2	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	5	N/A
Social Science	10	N/A
All courses	35	27

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

The Career and Technical Education (CTE) courses offered by Pitman High School provide a vehicle for students to develop the knowledge and skills needed to become educated and employable. The program contains comprehensive offerings that integrate academics with occupation specific knowledge and skills to provide business and industry with entry level employees who are capable of continuing in higher level post-secondary learning programs. This is evidenced by the articulation agreements that have been established between PHS and local community colleges. This is also evidenced by the efforts to seek University of California approval for many of the CTE course offerings.

Success in attaining the expected learning outcomes is measured through the retention of students in courses within a CTE program, grades, and completion of requirements established through agreements with institutions of postsecondary education.

The Career Technical Education Advisory Committee validates current courses and provides additional recommendations to the program in order to maintain a relevant CTE program. The committee is comprised of teachers, administrators, business & industry leaders, and regional employment development representatives. The industries represented on the advisory committee include the following:

- Agriculture and Natural Resources
- Art, Media, and Entertainment
- Business and Finance
- Education, Child Development, and Family Services
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Public Services
- Transportation

PHS offers CTE courses in Agriculture, Business, Health Occupations, Home Economic Careers and Technology Education, and Industrial Education. The following CTE courses are offered at PHS:

Agriculture:

1. Ag Engineering
2. Ag Science I
3. Ag Welding
4. History and Art of Floral Design
5. Integrated Ag Biology
6. Integrated Ag Geosciences
7. Environmental Horticulture
8. Viticulture and Environmental Science ROP

Business:

1. Accounting I-II
2. Business Skills
3. Computer Game Development
4. Computer Programming
5. Computer Technology
6. Office Occupations ROP
7. Office Procedures and Technology ROP
8. Small Business Management ROP

Consumer & Family Studies:

1. Child Development
2. Culinary Arts ROP
3. Educational Psychology ROP
4. Fashion Design and History
5. Foods
6. Life Management

Industrial Technology:

1. Drafting I
2. Engineering and Architectural Drafting CAD II
3. Architectural Drafting and Design
4. Engineering Technology I
5. Engineering Technology II
6. Industrial Engineering Technology ROP

Other Offerings:

1. Cosmetology ROP
2. Criminal Justice ROP
3. Nursing Assistant Pre-Certification ROP
4. Performing Arts ROP
5. Exploratory Work Experience
6. Work Experience

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.