

John H. Pitman High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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
County-District-School (CDS) Code	50757395030283

2021-22 District Contact Information

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

2021-22 School Overview

Pitman High School (PHS), Home of the Pride, is a comprehensive high school in Turlock, CA with approximately 2062 students in grades 9 – 12 and approximately 198 staff members. PHS serves a diverse student body including 286 English Learners and 201 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	574
Grade 10	571
Grade 11	505
Grade 12	444
Total Enrollment	2,094

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	8.6
Black or African American	2
Filipino	0.3
Hispanic or Latino	54.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.3
White	31
English Learners	14.6
Foster Youth	0.2
Homeless	0.3
Socioeconomically Disadvantaged	45.9
Students with Disabilities	9.7

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

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

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)	78.8	82.7	551.8	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.7	0.8	3.7	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	1.0	13.6	2.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.7	9.1	35.9	5.6	12115.8	4.4
Unknown	6.0	6.4	33.3	5.2	18854.3	6.9
Total Teaching Positions	95.3	100.0	638.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.6
Misassignments	0.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.9

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	8.7
Total Out-of-Field Teachers	8.7

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2021

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/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	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/2015	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/2012,2015; Grades 9-12 Hole's Anatomy/2015; Grades 9-12 Conceptual Physics/2002, 2009; Grades 9-12 College Physics/2014 Grades 9-12 AP Physics/2002	Yes	0
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	Yes	0
Foreign Language	Grades 9-12 Spanish: Descubre Levels 1-3, Vista Higher Learning/2017; Espanol Escrito 5, Pearson/2005; Reflexiones, AP Edition, Pearson/2013, Mundo Real & Mundo Real 2, Cambridge/2015; Abriendo Paso: Lecturas, Abriendo Paso Gramatica, Pearson/2014; Imagina: Espanol sin b; Grades 9-12 Portuguese: Ponto De Encontro, Prentice Hall/2007; Grades 9-12 German: Geni@Klick German Textbook Level 1 & 2, Klett-Langenscheidt/2013; Grades 9-12 French Discovering French Today! Level 1 -3, McDougal Littell/2013	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

An assessment was done in October 2021 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 October 2021 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

October 2021

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).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	484	446	92.15	7.85	57.17
Female	236	225	95.34	4.66	66.22
Male	247	220	89.07	10.93	48.18
American Indian or Alaska Native	--	--	--	--	--
Asian	44	41	93.18	6.82	63.41
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	263	236	89.73	10.27	50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	154	149	96.75	3.25	67.11
English Learners	57	46	80.7	19.3	2.17
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	187	89.05	10.95	44.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	39	79.59	20.41	23.08

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	484	445	91.94	8.06	24.49
Female	236	222	94.07	5.93	24.77
Male	247	222	89.88	10.12	24.32
American Indian or Alaska Native	--	--	--	--	--
Asian	44	41	93.18	6.82	29.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	263	237	90.11	9.89	18.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	154	147	95.45	4.55	29.93
English Learners	57	47	82.46	17.54	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	210	187	89.05	10.95	17.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	40	81.63	18.37	7.50

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	25.92	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	426	NT	NT	NT	NT
Female	210	NT	NT		
Male	216	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	34	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	224	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	136	NT	NT	NT	NT
English Learners	35	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	30	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Pitman High School
CTE Sectors, Pathways & Courses
2020-2021

Sector: Agriculture & Natural Resources

Pathways:

- Ag Mechanics

Courses: Ag Engineering, Ag Welding, Welding & Fabrication

- Agriscience

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

- Animal Science

Courses: Vet Science, Animal Anatomy Physiology & Vet Medicine

- Ornamental Horticulture

Courses: History of Floral Art, Floral Design

Sector: Arts, Media & Entertainment

Pathways:

- Production & Managerial Arts

Courses: Video Arts

Sector: Ed, Child Development & Family Services

Pathways:

- Education

Courses: Child Development & Guidance, Educational Psychology

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: Small Business Management, Intro to Business & Technology

- Financial Services

Courses: Business & Finance

Sector: Health Science & Medical Technology

Pathways:

- Patient Care

Courses: Anatomy & Physiology, Sports Medicine

2020-21 Career Technical Education Programs

Sector: Hospitality, Tourism & Recreation

Pathways:

- Food Service & Hospitality

Courses: Culinary Arts, Food & Nutrition

Sector: Public Service

Pathways:

- Public Safety

Courses: Criminal Justice, Criminal Investigation

CTE Program Totals for Pitman High: 8 Sectors, 13 Pathways

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	985
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.5

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.47
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	49.48

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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

School Site Council, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Superintendent's Advisory Committee, Parent Advisory Council, Freshman Orientation, Pitman Budget Committee, Back-to-School Night, Sports Information Night, Annual Parents' College Information Night, Financial Aid Night, NCAA Athletic Information Night, Band Boosters, Aquatics Boosters, Green Lion Boosters, Baseball Boosters, FFA Boosters, Parent Teacher Student Association (PTSA)/Sober Grad Night Committee, Vocational Olympics, Individual Educational Plan (IEP) Meetings, 504 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).

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

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.6	1.0	3.2	6.1	3.2	6.2	9.0	8.9	9.4
Graduation Rate	94.8	96.2	94.1	91.2	94.2	90.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	437	411	94.1
Female	217	203	93.5
Male	220	208	94.5
American Indian or Alaska Native	--	--	--
Asian	34	33	97.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	230	217	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	141	130	92.2
English Learners	73	63	86.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	272	255	93.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	41	31	75.6

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2199	2118	202	9.5
Female	1071	1029	100	9.7
Male	1125	1086	101	9.3
American Indian or Alaska Native	12	12	3	25.0
Asian	182	181	8	4.4
Black or African American	45	44	9	20.5
Filipino	7	7	0	0.0
Hispanic or Latino	1201	1146	129	11.3
Native Hawaiian or Pacific Islander	16	16	2	12.5
Two or More Races	28	28	3	10.7
White	684	660	44	6.7
English Learners	331	310	47	15.2
Foster Youth	9	6	3	50.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	1049	998	144	14.4
Students Receiving Migrant Education Services	34	32	4	12.5
Students with Disabilities	217	208	36	17.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.89	0.77	5.19	0.99	3.47	0.20
Expulsions	0.09	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77	0.00
Female	0.37	0.00
Male	1.16	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.55	0.00
Black or African American	2.22	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.46	0.00
English Learners	0.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the site on February 24, 2021.

- 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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	27	13	55	11
Mathematics	28	11	51	9
Science	25	20	29	8
Social Science	28	10	34	15

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	13	44	20
Mathematics	28	10	52	11
Science	23	19	33	5
Social Science	27	11	42	7

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	34	52	10
Mathematics	22	37	46	11
Science	19	30	32	1
Social Science	22	26	43	5

2020-21 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	380.7

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,248	3,940	8,308	90,035
District	N/A	N/A	8,739	\$87,777
Percent Difference - School Site and District	N/A	N/A	-5.1	2.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-1.6	4.1

2020-21 Types of Services Funded

Pitman High School utilizes a wide variety of services that support and assist students in their academic and personal goals. Some of these include Honors and Advanced Placement classes, programs for English Learners, Visual & Performing Arts programs, Embedded intervention/enrichment (Pride Time), Mentor programs through California State University, Stanislaus, Career Technical Education (CTE) pathways, summer school, counseling groups, and after school tutoring. Pitman High School staff members are 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 period 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 3 intervention to close the achievement gap with below grade level skills not yet mastered. Common assessments and/or diagnostic tests are used to identify students who are in need of this additional support. The PHS Positive Behavior and Intervention Support (PBIS) team is focused on methods for increasing positive behavior and attendance through consistent interaction and support. Pitman has various supplemental materials and resources to support students (e.g., EL Paraprofessionals, Lexia, IXL, Enriching Students, Turn It In!, Discovery Education, STAR Reading, Albert.io, Go Formative). The Pitman English Learner Task Force examines student progress to determine those with critical academic needs and reviews various pathways for newcomer success.

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

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

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$57,714	\$52,562
Mid-Range Teacher Salary	\$81,321	\$83,575
Highest Teacher Salary	\$109,390	\$104,166
Average Principal Salary (Elementary)	\$143,498	\$131,875
Average Principal Salary (Middle)	\$147,401	\$137,852
Average Principal Salary (High)	\$157,179	\$150,626
Superintendent Salary	\$238,130	\$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	26.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	10
Fine and Performing Arts	2
Foreign Language	7
Mathematics	4
Science	7
Social Science	10
Total AP Courses Offered	41

Professional Development

Professional Development

The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include social-emotional learning, equity, subject matter, English language development, technology, best practices, PLC's, and leadership. TUSD's initiatives and staff input continue to drive the professional development offerings.

Due to the COVID-19 pandemic, the District offered virtual PD for teachers. PD formats for teachers were made available in the following ways: live on Zoom, webinars, video recordings, podcasts, and newsletter releases. Topics included: trauma informed strategies, Amplify Science, number talks, culturally responsive teaching, math intervention, reading intervention, and reciprocal teaching.

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

Turlock Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7145	6474	90.61	9.39	38.35
Female	3461	3167	91.51	8.49	43.27
Male	3683	3306	89.76	10.24	33.66
American Indian or Alaska Native	45	39	86.67	13.33	33.33
Asian	369	354	95.93	4.07	59.49
Black or African American	141	121	85.82	14.18	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	4213	3798	90.15	9.85	29.91
Native Hawaiian or Pacific Islander	40	40	100.00	0.00	55.00
Two or More Races	178	155	87.08	12.92	40.00
White	2150	1959	91.12	8.88	51.07
English Learners	1764	1599	90.65	9.35	9.67
Foster Youth	46	37	80.43	19.57	13.89
Homeless	56	44	78.57	21.43	13.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3980	3581	89.97	10.03	26.73
Students Receiving Migrant Education Services	69	65	94.20	5.80	15.63
Students with Disabilities	956	813	85.04	14.96	10.74

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	7145	6396	89.52	10.48	23.31
Female	3461	3125	90.29	9.71	22.82
Male	3683	3270	88.79	11.21	23.79
American Indian or Alaska Native	45	39	86.67	13.33	23.08
Asian	369	353	95.66	4.34	42.49
Black or African American	141	120	85.11	14.89	11.67
Filipino	--	--	--	--	--
Hispanic or Latino	4213	3736	88.68	11.32	15.16
Native Hawaiian or Pacific Islander	40	39	97.50	2.50	30.77
Two or More Races	178	157	88.20	11.80	24.20
White	2150	1944	90.42		35.76
English Learners	1764	1587	89.97	10.03	5.26
Foster Youth	46	37	80.43	19.57	2.78
Homeless	56	42	75.00	25.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	3980	3523	88.52	11.48	14.10
Students Receiving Migrant Education Services	69	62	89.86	10.14	6.56
Students with Disabilities	956	794	83.05	16.95	6.20

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.