

Caruthers Unified School District

2200 W. Tahoe Avenue Caruthers, CA 93609 ▪ www.caruthers.k12.ca.us

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SARC

2023-24

School Accountability
Report Card
Published in 2024-25



MARC High School

Grades 9-12
CDS Code 10-75598-1030543

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2580 West Tahoe Avenue
Caruthers, CA 93609
(559) 495-6443

<https://marc.caruthers.k12.ca.us/>



Principal's Message

MARC High School is located in the central San Joaquin Valley, south of the city of Fresno. The area is devoted mostly to agriculture. MARC High School is one of the two alternative-education schools located in the Caruthers Unified School District.

To serve the educational needs of the students, a director/principal and one regular classroom teacher are employed on a full-time basis; three teachers from Caruthers High School teach core education classes to the students. The entire MARC High School certificated staff is properly credentialed.

MARC High School is one of two alternative education components of Caruthers Unified School District. One goal of MARC High School is to provide opportunities for student credit retrieval in order to return to Caruthers High School. MARC High School will provide those students the opportunity to grow personally, academically and eventually re-enter the comprehensive Caruthers High School.



School Mission Statement

MARC High School continues to pursue giving all students the opportunity to complete their education in an environment appropriate for each individual student.

Parental Involvement

MARC High School believes that parents play an integral role in their students' education. To assist in fostering parent involvement, the staff has developed a plan to address this important issue.

Parental Groups at MARC High School

- School Site Council: School programs, staff development, curriculum, budget

Parental Involvement Goal

- Increase Parent Participation: Students will benefit from widespread parental involvement in the school

Strategies/Approaches/Activities

- The School Site Council, administration and staff will explore ways to encourage more parents (especially parents of special needs populations) to become actively involved in the school community)
- Parents are asked to serve on curriculum, restructuring, and technological committees and other service-related committees

Parents are encouraged to attend back-to-school night, attend all campus functions and have open classroom visitation privileges. For more information on how to become involved at the school, please contact Director Tod Tompkins at (559) 495-6440 or ttompkins@caruthers.k12.ca.us.

School Safety

Caruthers Unified School District has a School Safety Committee that meets four times a year to review safety plans and develop protocol for crisis response.

The committee members include site administrators, head of maintenance and operations, classified staff, students, and members of law enforcement (Fresno County Sheriff's Office) and emergency medical personnel (fire department members from the fire department in Caruthers). The Emergency Response Plan includes procedures to be followed during emergencies, which include fire, bomb threats, hostile intruders, earthquakes, hostage incidents and dangerous situations in the community. There are at least four drills per year to test readiness. CHS also has a sophisticated surveillance system with 32 cameras. All visitors must enter through the main office and wear identification badges.

The perimeter of the school is fenced, and the campus is closed to outsiders during school hours. Violence, drug and alcohol violations are not tolerated. All staff is trained annually in sexual harassment (including hazing of gay, lesbian, bisexual and transgender students), gangs, drugs and child-abuse reporting. Coaches must be trained in CPR and first aid. Graffiti and vandalism are removed and repaired immediately. Paid instructional aides assist school administrators in campus supervision during breaks, before and after school, and during lunch. All staff members in a campus supervision role carry a two-way radio.

Parents may inquire about the school safety plan in the main office.

The school safety plan was approved by the board in October 2024 and was most recently reviewed, updated and discussed with the school faculty in August 2024.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Goals of Caruthers Unified School District

1. Promote academic achievement for all students.
2. Maintain a safe and healthy school environment.
3. Provide opportunities that develop positive character.
4. Guide and prepare students for postsecondary opportunities.

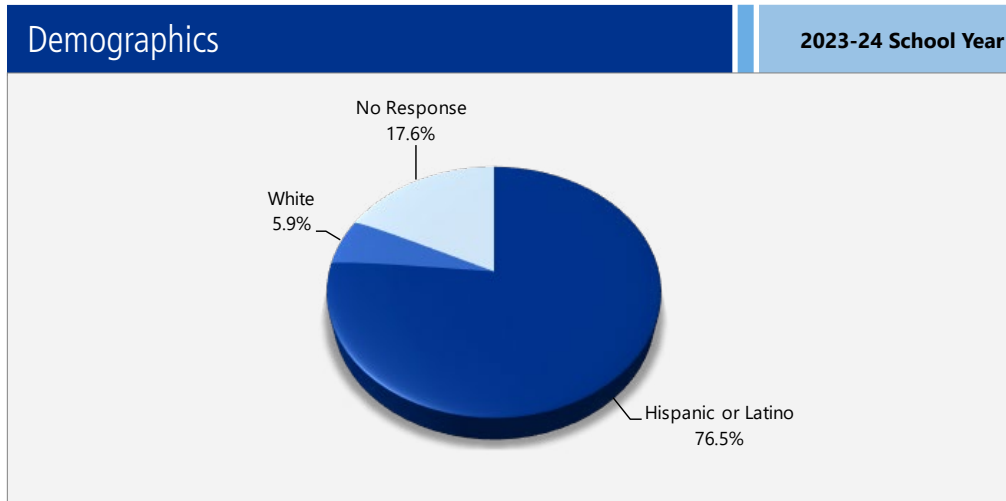
Governing Board

- James Cummings, President
- Valori Gallaher, Clerk
- Darren Gilmore, Member
- Michael Reid, Member
- Kathy Spate, Member



Enrollment by Student Group

The total enrollment at the school was 17 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.

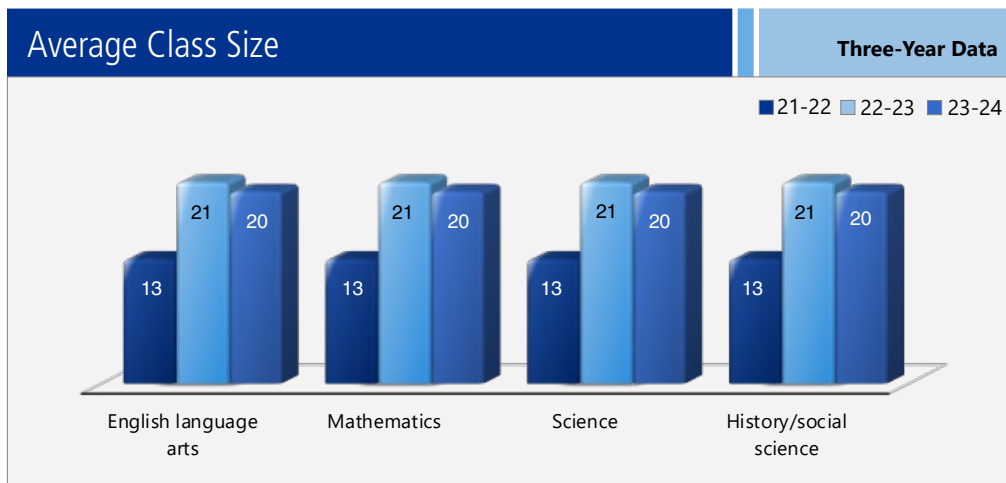


Enrollment by Student Group

Demographics	
2023-24 School Year	
Female	23.50%
Male	76.50%
Non-Binary	0.00%
English learners	23.50%
Foster youth	5.90%
Homeless	5.90%
Migrant	5.90%
Socioeconomically Disadvantaged	100.00%
Students with Disabilities	0.00%

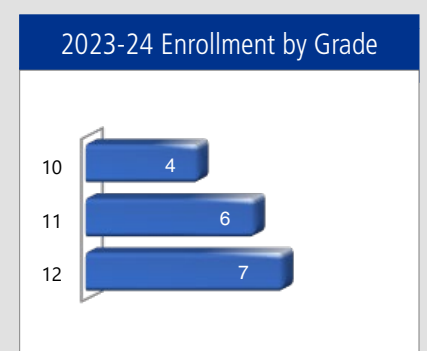
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2023-24 school year.



Number of Classrooms by Size							Three-Year Data		
Subject	2021-22			2022-23			2023-24		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	1			1			1		
Mathematics	1			1			1		
Science	1			1			1		
History/social science	1			1			1		





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	MARC HS			Caruthers USD			California		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspension rates	19.50%	0.00%	2.30%	4.60%	5.30%	4.20%	3.20%	3.60%	3.30%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%



Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2023-24 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	2.30%	0.00%	
Female	0.00%	0.00%	
Male	3.50%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	2.90%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	2.40%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Participating in each of the Five Fitness Components

2023-24 School Year	
Grade 9	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%



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.

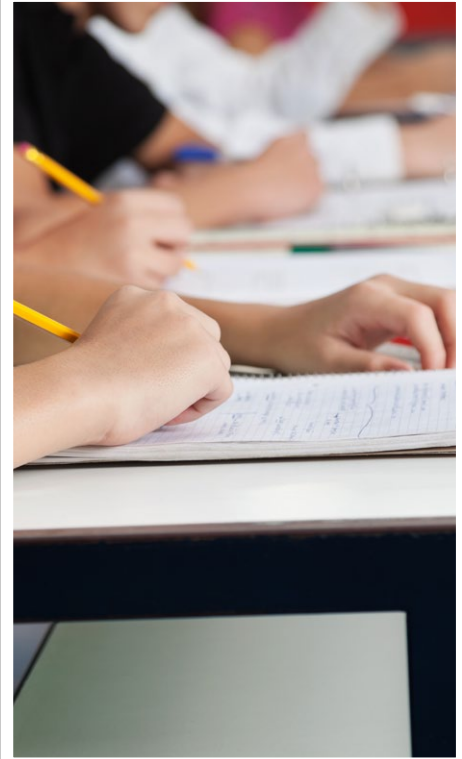


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	MARC HS		Caruthers USD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
Science	❖	0.00%	19.57%	20.26%	30.29%	30.73%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	MARC HS		Caruthers USD		California	
	22-23	23-24	22-23	23-24	22-23	23-24
English language arts/literacy	❖	❖	44%	43%	46%	47%
Mathematics	❖	❖	29%	30%	34%	35%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

❖ Scores are not shown 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.



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	14	14	100.00%	0.00%	0.00%
Female	❖	❖	❖	❖	❖
Male	12	12	100.00%	0.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	12	12	100.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.





CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

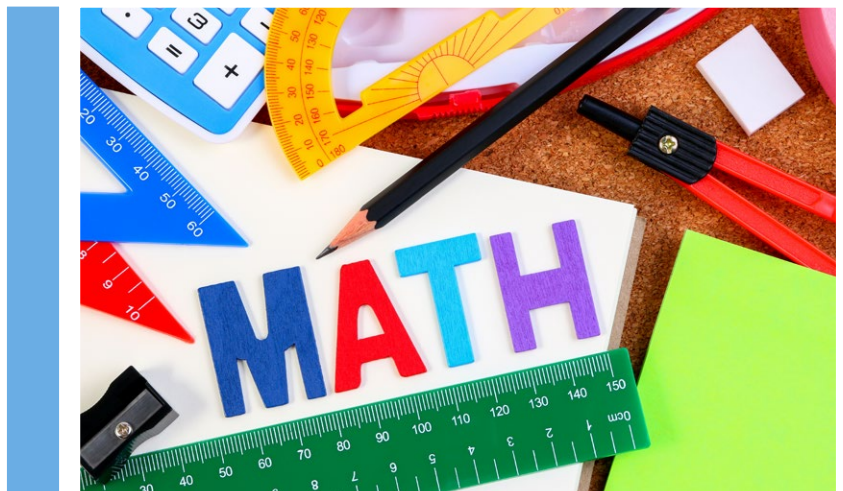




CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2023-24 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.





Career Technical Education Programs

MARC students are well prepared to successfully enter the workforce. The majority of its students are enrolled in Life Skills, Leadership and multiple online classes. Students are eligible to enroll concurrently at the Caruthers Adult School for technology programs, which prepares students to successfully enter the workforce.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2023-24 Participation
		MARC HS
Number of pupils participating in CTE		0
Percentage of pupils who completed a CTE program and earned a high school diploma		0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2023-24 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	43	29	26	89.70%
Female	14	❖	❖	❖
Male	29	20	17	85.00%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	34	23	21	91.30%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	0	0	0	0.00%
White	0	0	0	0.00%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	41	28	25	89.30%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	0	0	0	0.00%

❖ Scores are not shown 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.

Types of Services Funded

The following programs and services are available at the school:

- 6300 Lottery
- 5310 Child Nutrition: School Programs
- 6500 Special Education



Admission Requirements for the University of California (UC) and California State University (CSU)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu>.

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.



Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	21-22	22-23	23-24	21-22	22-23	23-24
MARC HS	63.60%	78.60%	83.30%	27.30%	21.40%	8.30%
Caruthers USD	94.00%	96.70%	93.80%	2.70%	2.20%	2.20%
California	87.00%	86.20%	86.40%	7.80%	8.20%	8.90%

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

Graduation Rate by Student Group	2023-24 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	10	83.30%
Female	❖	❖	❖
Male	❖	❖	❖
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	❖	❖	❖
English Learners	❖	❖	❖
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	12	10	83.30%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	❖	❖	❖

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>.

❖ Scores are not shown 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.

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2023-24 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
MARC HS	
2022-23 and 2023-24 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2023-24	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2022-23	0.00%



Textbooks and Instructional Materials

Textbooks at Caruthers Unified School District are standards-aligned, and the conditions of the books are assessed each year and appropriate replacements are made. Textbooks and materials are available for all students. The most recent public hearing was held on September 23, 2024.

Textbooks and Instructional Materials List		2024-25 School Year
Subject	Textbook	Adopted
All Subjects	Edmentum Online Curriculum	2023

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2024-25 School Year
MARC HS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	
Science laboratory equipment	0%	

Public 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.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2024-25 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2024-25 School Year	
Data collection date	9/23/2024





School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2024-25 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Poor	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	10/3/2024	



Professional Development

MARC staff participates in staff in-services in coordination with the comprehensive high school staff. Caruthers High School provides professional development days in August before school starts. Additionally, one buyback day has been offered for staff for supplemental staff development training. First- and second-year teachers participate in the district’s Beginning Teacher Support and Assessment (BTSA) program.

Most Mondays during the school year run as an early-release day that provides one-and-a-half hours of professional-development time for teachers.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2022-23	35
2023-24	20
2024-25	20

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2024-25 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	P-2 & P3: Ceiling tiles are torn. Replace torn ceiling tiles.	Fall 2024
Electrical	P-2: Light diffuser is missing. Replace missing light diffuser.	Fall 2024
Safety	OFC: Plug in air freshener in use. Remove plug in air freshener.	Fall 2024

School Facilities

The MARC school site is located on the west end of the Caruthers High School Campus. The site was inspected in fall 2010 for electrical, plumbing, elevation, roofing and fire safety. The site received a clearance to continue operating as the MARC High campus. MARC’s facilities include four relocatable classrooms.

Although there are no actual repairs to be completed, there are components to the site that are ongoing. They include a shade canopy, fencing and shrubs in front of the parking area. A new storage shed was recently completed on the south side of the campus.

The general condition of the school is good, and it is cleaned daily. Typically, there is one person who cleans the school daily.

There is a surveillance system in place both in class and outside to keep students safe. Site administrators and/or teachers are on-site at all times students are present.

“MARC High School continues to pursue giving all students the opportunity to complete their education in an environment appropriate for each individual student.”





Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	0.0	0.0%	60.9	79.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	4.2	5.5%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	34.5%	5.7	7.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	1.7	2.3%	12,115.8	4.4%
Unknown	0.7	65.5%	3.7	4.9%	18,854.3	6.9%
Total Teaching Positions	1.1	100.0%	76.4	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	0.2	18.2%	59.2	74.2%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.8	74.6%	4.9	6.2%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	6.4%	2.1	2.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	4.5	5.7%	11,953.1	4.3%
Unknown	0.0	0.0%	9.0	11.3%	15,831.9	5.7%
Total Teaching Positions	1.1	100.0%	79.9	100.0%	279,044.8	100.0%

Teacher Preparation and Placement					2022-23 School Year	
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)	0.0	0.0%	60.4	74.5%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.2	18.2%	8.4	10.4%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	81.8%	7.7	9.5%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	3.5	4.3%	11,746.9	4.2%
Unknown	0.0	0.0%	1.0	1.3%	14,303.8	5.2%
Total Teaching Positions	1.1	100.0%	81.1	100.0%	277,697.8	100.0%

Note: The data in these tables 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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



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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Three-Year Data	
Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waiver	0.2	0.0	0.0
Misassignments	0.1	0.0	0.9
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.3	0.0	0.9



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Three-Year Data	
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	11.1%	70.0%
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%	0.0%	71.4%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2023-24 School Year

	Ratio
Pupils to Academic counselors	5:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2022-23 Fiscal Year	
	Caruthers USD	Similar Sized District
Beginning teacher salary	\$52,032	\$50,757
Midrange teacher salary	\$76,214	\$75,692
Highest teacher salary	\$106,182	\$105,686
Average elementary school principal salary	\$115,000	\$121,443
Average high school principal salary	\$125,265	\$133,106
Superintendent salary	\$162,407	\$167,660
Teacher salaries: percentage of budget	24.00%	25.51%
Administrative salaries: percentage of budget	5.00%	5.93%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2022-23 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
MARC HS	\$28,665	\$64,228
Caruthers USD	\$14,672	\$78,833
California	\$10,771	\$78,673
School and district: percentage difference	+95.4%	-18.5%
School and California: percentage difference	+166.1%	-18.4%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2022-23 Fiscal Year	
Total expenditures per pupil	\$31,334
Expenditures per pupil from restricted sources	\$2,668
Expenditures per pupil from unrestricted sources	\$28,665
Annual average teacher salary	\$64,228



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2024.