

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



Caruthers Elementary School

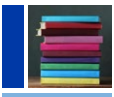
Grades TK-8

CDS Code 10-75598-6005813

Alisha Cogburn, Principal
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13699 South Quince Avenue
Caruthers, CA 93609
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<https://ces.caruthers.k12.ca.us/>



Principal's Message

Caruthers Elementary School (CES) is located in rural Fresno County's "Raisin Country." It is approximately 15 miles southwest of Fresno. CES is one of two elementary schools in the Caruthers Unified School District (CUSD), and provides educational services to approximately 850 students in grades TK-8.

As one of the first academic institutions for many CUSD students, Caruthers Elementary School's vision is to help students explore their academic potential and to build educational opportunities to help them become productive adults. Through ongoing modeling and practice, students will be able to exhibit self-respect, self-direction, respect for others, civic responsibility and economic self-sufficiency as they seek their niche in society.

The school has extended its mission to look to the future and identify innovative, research-based methods of assisting all students to achieve high standards. Our mission is to be united as an educational team with students, parents, teachers, support staff, administrators, governing board and all other participants in the school community. Our goals include promoting academic achievement for all students, maintaining a safe and healthy school environment, providing opportunities that develop positive character, and guiding and preparing students for postsecondary opportunities.

At the district's Family Services Center, parents are able to enroll their children in a preschool academic preparation program. A nearby Head Start provides similar services for additional kindergarten preparation. At the other end of the district's educational continuum is Caruthers High School, providing secondary education for Caruthers-area students. Adult education is available through the district's Adult School Services.

School Mission Statement

Our mission is to be united as an educational team with students, parents, teachers, support staff, administrators, governing board and all other participants in the school community.

School Vision Statement

Our vision is to help students explore their academic potential and build educational opportunities to help them become productive adults.

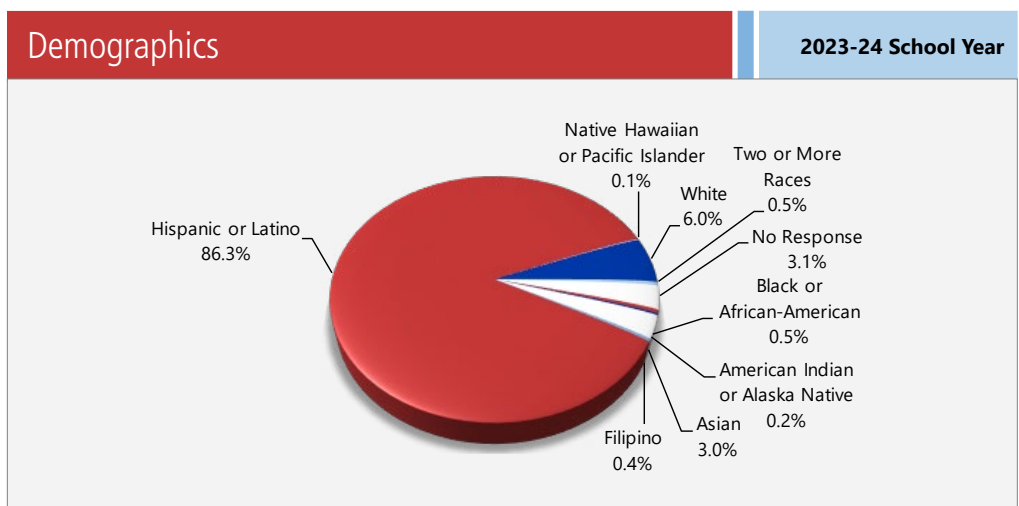
School Safety

Fire, lockdown and drop-and-cover drills are held on a regular basis, and there is a Disaster Preparedness Plan in place that can be activated in a time of emergency. The Disaster Preparedness Plan includes procedures for emergencies, exit routes and inventories of emergency supplies. The Disaster Preparedness Plan is reviewed and improved yearly. An emergency plan is posted in every room. The school safety plan was approved by the board in October 2024 and most recently reviewed with staff in October 2024.

Credentialed teachers and trained instructional aides are on-duty on the playground and in the cafeteria for all recesses and lunch periods. The last CES Crime Statistics report shows that no criminal incidents were reported during the school year.

Enrollment by Student Group

The total enrollment at the school was 838 students for the 2023-24 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

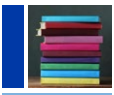
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

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.

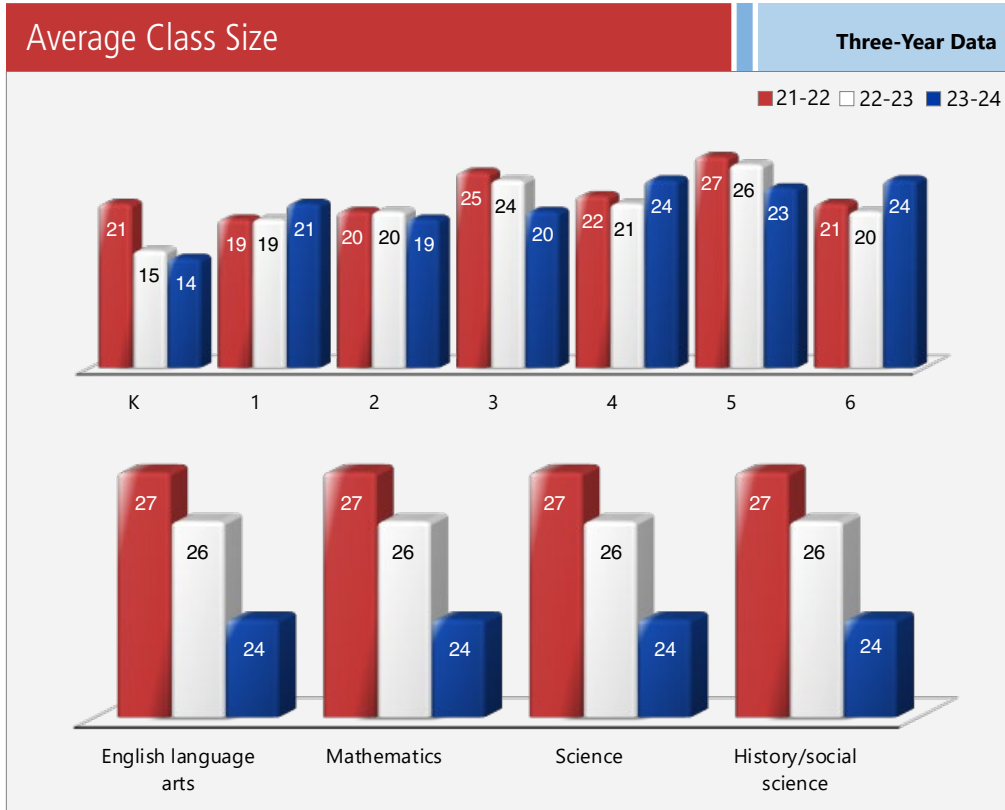
Governing Board

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



Class Size Distribution

The bar graphs display 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.



Number of Classrooms by Size

Three-Year Data

| Grade | 2021-22 | | | 2022-23 | | | 2023-24 | | |
|-------|---------|-------|-----|---------|-------|-----|---------|-------|-----|
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | 4 | | 4 | 2 | | 2 | 4 | |
| 1 | 4 | | | 3 | 1 | | 4 | | |
| 2 | 3 | 1 | | 2 | 2 | | | 4 | |
| 3 | | 4 | | | 4 | | 1 | 3 | |
| 4 | | 4 | | 1 | 3 | | 4 | | |
| 5 | | 4 | | | 4 | | | 4 | |
| 6 | 1 | 3 | | | 4 | | | 4 | |

| Subject | 2021-22 | | | 2022-23 | | | 2023-24 | | |
|------------------------|---------|-------|-----|---------|-------|-----|---------|-------|-----|
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ |
| English language arts | | 8 | | | 8 | | | 8 | |
| Mathematics | | 8 | | | 8 | | | 8 | |
| Science | | 8 | | | 8 | | | 8 | |
| History/social science | | 8 | | | 8 | | | 8 | |

Enrollment by Student Group

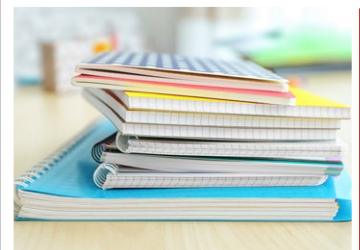
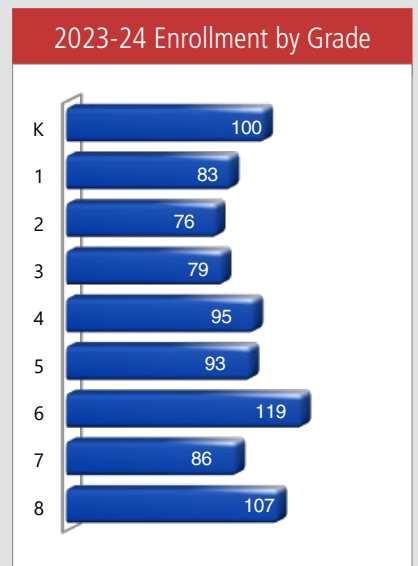
Demographics

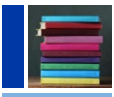
2023-24 School Year

| | |
|---------------------------------|--------|
| Female | 49.90% |
| Male | 50.10% |
| Non-Binary | 0.00% |
| English learners | 33.20% |
| Foster youth | 1.20% |
| Homeless | 1.30% |
| Migrant | 8.00% |
| Socioeconomically Disadvantaged | 88.20% |
| Students with Disabilities | 7.40% |

Enrollment by Grade

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





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 | | |
|----------------------------|--------------|-------|-------|---------------|-------|-------|-----------------|-------|-------|
| | Caruthers ES | | | Caruthers USD | | | California | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Suspension rates | 3.20% | 4.00% | 3.90% | 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 | 3.90% | 0.00% | |
| Female | 1.30% | 0.00% | |
| Male | 6.50% | 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 | 3.90% | 0.00% | |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% | |
| Two or More Races | 0.00% | 0.00% | |
| White | 3.80% | 0.00% | |
| English Learners | 3.50% | 0.00% | |
| Foster Youth | 8.30% | 0.00% | |
| Homeless | 4.60% | 0.00% | |
| Socioeconomically Disadvantaged | 4.40% | 0.00% | |
| Students Receiving Migrant Education Services | 5.60% | 0.00% | |
| Students with Disabilities | 3.50% | 0.00% | |

Professional Development

| Professional Development Days | |
|---|----|
| Number of school days dedicated to staff development and continuous improvement | |
| 2022-23 | 30 |
| 2023-24 | 25 |
| 2024-25 | 25 |

Parental Involvement

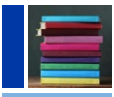
Caruthers Elementary continually initiates the involvement of all community members by discussing beliefs about teaching and learning. Parents are informed that the School Site Council (SSC) and English Learner Advisory Committee (ELAC) represent community groups. We evaluate the effectiveness by the degree the elected councils determine instructional program needs.

At the beginning of the year and at back-to-school night, parents are encouraged to join the Parent-Faculty Club. It is during these first few weeks that teachers make every effort to ensure parents are informed of the grade-level standards their students must meet during the year. To keep parents abreast of student progress, much time and effort is made to connect with every parent in October and March through parent-teacher conferences. It is during this time that parents have the opportunity to become partners in their child's education.

At the end of the year, a celebration of student achievement happens during open house. Throughout the year, all teachers send out progress reports, and parents return them with their signatures. A line of communication is available through telephone calls and online correspondence.

Parents are encouraged to volunteer as tutors in the classrooms, help in the library, and attend field trips and academic assemblies. Parents also are encouraged to attend the six-week class by the Parent Involvement in Quality Education (PIQE) training. Caruthers Elementary is committed to parents and school personnel being a team in each child's education.

For more information on how to become involved with the school, contact Principal Alisha Cogburn at (559) 495-6432 or acogburn@caruthers.k12.ca.us.



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.

| California Physical Fitness Test | | | | | 2023-24 School Year |
|---|------------------|----------------------------------|---|-----------------------------------|---------------------|
| Percentage of Students Participating In Each Of The Five Fitness Components | | | | | |
| Grade | Component 1: | Component 2: | Component 3: | Component 4: | Component 5: |
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| 5 | 97.9% | 96.8% | 96.8% | 96.8% | 96.8% |
| 7 | 96.4% | 96.4% | 96.4% | 96.4% | 96.4% |

Chronic Absenteeism by Student Group

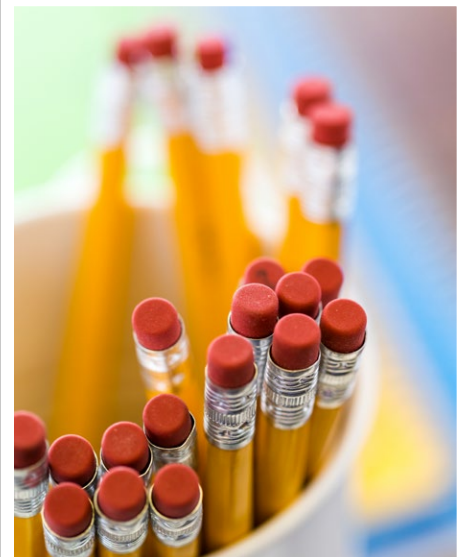
| Chronic Absenteeism by Student Group | | | | | 2023-24 School Year |
|---|-----------------------|---|---------------------------|--------------------------|---------------------|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate | |
| All Students | 919 | 902 | 101 | 11.20% | |
| Female | 457 | 447 | 50 | 11.20% | |
| Male | 462 | 455 | 51 | 11.20% | |
| Non-Binary | 0 | 0 | 0 | 0.00% | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.00% | |
| Asian | 25 | 25 | 1 | 4.00% | |
| Black or African American | 0 | 0 | 0 | 0.00% | |
| Filipino | 0 | 0 | 0 | 0.00% | |
| Hispanic or Latino | 797 | 782 | 82 | 10.50% | |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.00% | |
| Two or More Races | 0 | 0 | 0 | 0.00% | |
| White | 79 | 79 | 13 | 16.50% | |
| English Learners | 317 | 313 | 26 | 8.30% | |
| Foster Youth | 12 | 12 | 1 | 8.30% | |
| Homeless | 22 | 22 | 6 | 27.30% | |
| Socioeconomically Disadvantaged | 817 | 800 | 97 | 12.10% | |
| Students Receiving Migrant Education Services | 90 | 85 | 6 | 7.10% | |
| Students with Disabilities | 85 | 84 | 12 | 14.30% | |

Types of Services Funded

Local Control Funding Formula (LCFF) funds are used to sustain the reading lab that serves approximately 125 students in grades K-3 for 45 minutes per day. The reading lab serves underperforming students in targeted language-arts skills. A credentialed teacher oversees the program. LCFF Supplemental and Concentration funds pay for highly qualified paraprofessional tutors who provide intensive standards-based instruction to small groups of students. Students are assessed weekly to monitor progress.

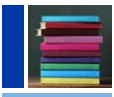
The following categorical programs were offered:

- 3010 Title I
- 3060 Title I—Migrant Education
- 3310 Special Education IDEA
- 4035 Title II
- 4203 Title III
- 6500 Special Education
- 6300 Lottery
- 4126 No Child Left Behind (NCLB) Title VI, Part B Rural and Low-Income School Program



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.

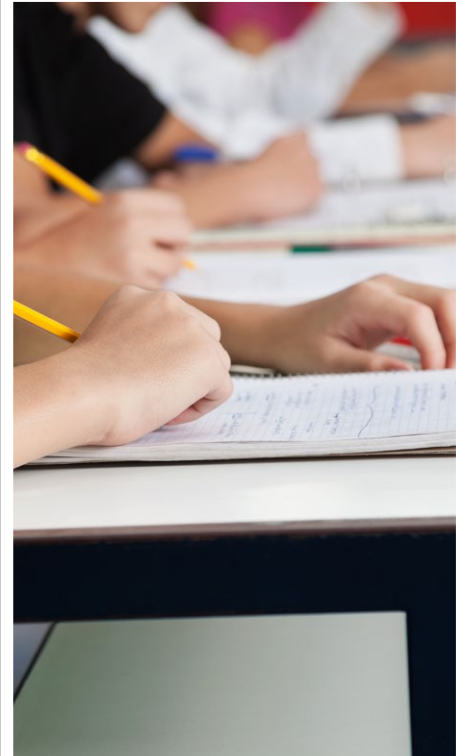


Statewide Assessments

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 | Caruthers ES | | Caruthers USD | | California | |
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| Science | 17.97% | 16.75% | 19.57% | 20.26% | 30.29% | 30.73% |

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.

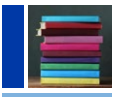
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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.

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 | Caruthers ES | | Caruthers USD | | California | |
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| English language arts/literacy | 39% | 39% | 44% | 43% | 46% | 47% |
| Mathematics | 33% | 34% | 29% | 30% | 34% | 35% |

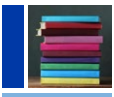


CAASPP Test Results by Student Group: Science (grades 5 and 8)

| 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 | 204 | 204 | 100.00% | 0.00% | 16.67% |
| Female | 105 | 105 | 100.00% | 0.00% | 14.29% |
| Male | 99 | 99 | 100.00% | 0.00% | 19.19% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Black or African American | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 166 | 166 | 100.00% | 0.00% | 14.46% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 28 | 28 | 100.00% | 0.00% | 28.57% |
| English Learners | 45 | 45 | 100.00% | 0.00% | 0.00% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 139 | 139 | 100.00% | 0.00% | 13.67% |
| Students receiving Migrant Education services | 18 | 18 | 100.00% | 0.00% | 5.56% |
| Students with Disabilities | 16 | 16 | 100.00% | 0.00% | 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.



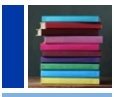


CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

| 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 | 591 | 580 | 98.14% | 1.86% | 38.97% |
| Female | 299 | 295 | 98.66% | 1.34% | 43.39% |
| Male | 292 | 285 | 97.60% | 2.40% | 34.39% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 15 | 15 | 100.00% | 0.00% | 53.33% |
| Black or African American | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 513 | 502 | 97.86% | 2.14% | 37.65% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 53 | 53 | 100.00% | 0.00% | 45.28% |
| English Learners | 174 | 165 | 94.83% | 5.17% | 10.91% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 431 | 422 | 97.91% | 2.09% | 34.60% |
| Students receiving Migrant Education services | 55 | 53 | 96.36% | 3.64% | 28.30% |
| Students with Disabilities | 38 | 38 | 100.00% | 0.00% | 2.63% |

❖ 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.

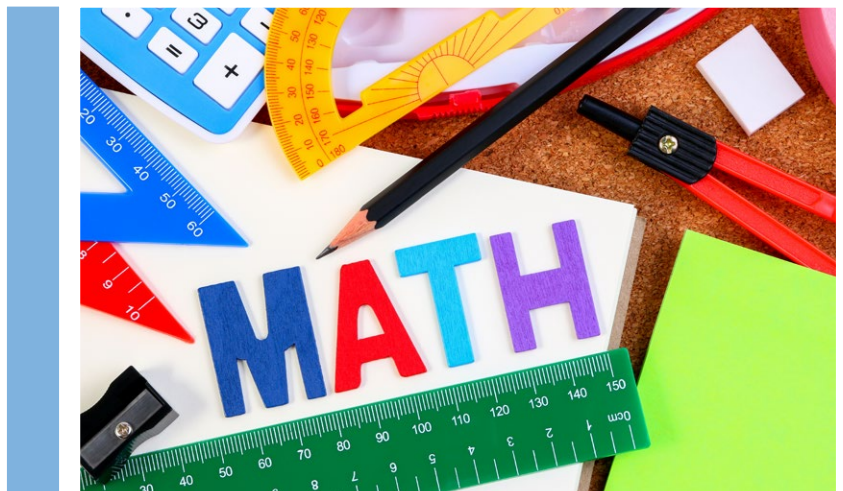


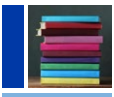


CAASPP Test Results by Student Group: Mathematics (grades 3-8)

| 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 | 591 | 588 | 99.49% | 0.51% | 34.35% |
| Female | 299 | 299 | 100.00% | 0.00% | 33.78% |
| Male | 292 | 289 | 98.97% | 1.03% | 34.95% |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 15 | 15 | 100.00% | 0.00% | 66.67% |
| Black or African American | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 513 | 510 | 99.42% | 0.58% | 32.35% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 53 | 53 | 100.00% | 0.00% | 39.62% |
| English Learners | 174 | 173 | 99.43% | 0.57% | 9.83% |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | ❖ | ❖ | ❖ | ❖ | ❖ |
| Military | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 431 | 429 | 99.54% | 0.46% | 30.30% |
| Students receiving Migrant Education services | 55 | 54 | 98.18% | 1.82% | 31.48% |
| Students with Disabilities | 38 | 38 | 100.00% | 0.00% | 5.26% |

❖ 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.





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 |
| English language arts/ELD | California Journeys, Houghton Mifflin Harcourt (K-5) | 2019 |
| English language arts/ELD | StudySync California, McGraw-Hill (6-8) | 2016 |
| English language arts/ELD | N2Y, Unique Learning System (SDC K-8) | 2019 |
| Mathematics | Ready Mathematics, Curriculum Associates (K-8) | 2024 |
| Mathematics | N2Y, Unique Learning System (SDC K-8) | 2019 |
| Science | Science Studies Weekly (4-5) | 2021 |
| Science | Amplify Science, Amplify Education (6-8) | 2021 |
| Science | N2Y, Unique Learning System (SDC K-8) | 2019 |
| History/social science | California Studies Weekly, Studies Weekly (3-6) | 2022 |
| History/social science | CA Impact History, McGraw Hill (6-8) | 2021 |
| History/social science | N2Y, Unique Learning System (SDC K-8) | 2019 |

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 | |
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | 0% |
| Foreign language | ✦ |
| Health | 0% |

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.

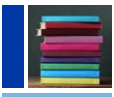
| Currency of Textbooks | |
|-----------------------|-----------|
| 2024-25 School Year | |
| Data collection date | 9/23/2024 |

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.

✦ Not applicable.





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) | Fair | |
| 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 | |

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 |
| Systems | Room 900- AC unit is rattling. Check on unit. | Fall 2024 |
| Interior | Room 108 & 107- dry rot on trim of siding; Room 106, 105, 104, 103, 102, 101, 205, 804, 800, 700, 701, 1000 & 1002- ceiling tiles are broken with holes; Room 201- carpet has stains and worn; Room 201- hole and water stains on ceiling tiles; Room 203- linoleum trim is missing at sink counter; Room 203 & 205- carpet is worn; Room 205- Formica is broken on counter; Cafeteria- ceiling tiles are loose and missing; Library- ceiling tiles are torn; Library- paint is chipping on trim; Room 804- paint is chipping on siding. Replace tiles; repair trim with dry rot; repair trim of siding with dry rot replace carpet; replace linoleum trim and Formica at sink counters. | Fall 2024 |
| Cleanliness | Room 700, 702 & 1003- dirty vents.Clean vents. | Fall 2024 |
| Electrical | Room 101- outlet cover is missing; Cafeteria- light diffusers are missing; Room 903- outlet covers are broken; Room 1002- light switch cover is broken. Replace missing outlet covers and replace missing light diffusers. | Fall 2024 |
| Restrooms/fountains | Room 102, 203 & 205- faucet has low flow; Room 204- faucet is loose at base. Check sink water flow and fix loose faucet. | Fall 2024 |
| Safety | Room 404, 301, 503, 604 & 1004- Plug in air freshener in use. Remove air fresheners. | Fall 2024 |
| External | Room 105, 201 & cafeteria- hole in the cement on walkway/ trip hazard; Room 104- bent vent on storage door. Fix holes in cement and fix vent. | Fall 2024 |

School Facilities

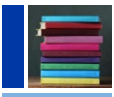
CES provides a safe, clean and drug-free environment for learning. There are six custodians that work during the evening hours and two that work during school hours. The classrooms and bathrooms are cleaned daily.

Adult supervision is provided for students before school from 7:45 a.m. to 8:20 a.m. Credentialed teachers and trained instructional aides are on-duty on the playground and in the cafeteria for all recesses and lunch periods. The last CES Crime Statistics report shows that no criminal incidents were reported during the school year.

The school was built in 1950, but there have been ongoing modernization projects to get the facilities to be more energy efficient. The first phase of the bond project was completed before the start of the 2018-19 school year. This added four new portable classrooms, three sets of new bathrooms, a new music building, new cement pathways to the portable classrooms and upgraded athletic fields. Phase two of the bond project was completed December 2019. This included a complete remodel of 20 permanent and 18 portable classrooms. All permanent student restrooms have also been completely remodeled and drinking fountains were replaced, which included a filtered bottle refueling stations with cold water. The third phase will include two more classroom wings, offices and cafeteria modernization; however, the start date has not been identified. In August of 2022, a new intervention building with four interior offices and four exterior offices was built to house our intervention programs and personnel. A multi-purpose room is currently in construction, which will include a full-service cafeteria. The project is projected to be completed sometime in 2025.

The school is kept in good repair, and a major effort to improve school facilities has been put into place. It is the belief of the staff and administration that students perform better academically and have better behavior in a school where buildings are well-kept and attractive. Since we have a continual increase in students, we are fortunate that the school is located on three acres.

For safety, inside locking systems are on each classroom door, and security cameras are in place. The PA system has been upgraded, along with new exterior speakers and a new fire-alarm system. The campus is secure with a six-foot fence surrounding the perimeter of the schoolyard.



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) | 37.7 | 89.5% | 60.9 | 79.8% | 228,366.1 | 83.1% |
| Intern Credential Holders Properly Assigned | 1.1 | 2.7% | 4.2 | 5.5% | 4,205.9 | 1.5% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.0 | 2.5% | 5.7 | 7.5% | 11,216.7 | 4.1% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.0 | 2.4% | 1.7 | 2.3% | 12,115.8 | 4.4% |
| Unknown | 1.2 | 2.9% | 3.7 | 4.9% | 18,854.3 | 6.9% |
| Total Teaching Positions | 42.2 | 100.0% | 76.4 | 100.0% | 274,759.1 | 100.0% |

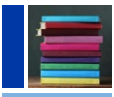
| Teacher Preparation and Placement | | | | | 2021-22 School Year | |
|--|---------------|----------------|-----------------|------------------|---------------------|---------------|
| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 34.2 | 77.3% | 59.2 | 74.2% | 234,405.2 | 84.0% |
| Intern Credential Holders Properly Assigned | 0.8 | 1.8% | 4.9 | 6.2% | 4,853.0 | 1.7% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.0 | 2.3% | 2.1 | 2.7% | 12,001.5 | 4.3% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.2 | 2.8% | 4.5 | 5.7% | 11,953.1 | 4.3% |
| Unknown | 7.0 | 15.8% | 9.0 | 11.3% | 15,831.9 | 5.7% |
| Total Teaching Positions | 44.2 | 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) | 36.4 | 80.6% | 60.4 | 74.5% | 231,142.4 | 83.2% |
| Intern Credential Holders Properly Assigned | 6.0 | 13.3% | 8.4 | 10.4% | 5,566.4 | 2.0% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.0 | 2.2% | 7.7 | 9.5% | 14,938.3 | 5.4% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.7 | 3.9% | 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 | 45.1 | 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 | 0.0 | 1.0 | 0.0 |
| Misassignments | 1.0 | 0.0 | 1.0 |
| Vacant Positions | 0.0 | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | 1.0 | 1.0 | 1.0 |



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 | 1.0 | 1.2 | 1.7 |
| Total Out-of-Field Teachers | 1.0 | 1.2 | 1.7 |

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 | 850:1 |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 1.00 |
| Library media teacher (librarian) | 0.00 |
| Library media services staff (paraprofessional) | 1.00 |
| Psychologist | 0.50 |
| Social worker | 1.00 |
| Nurse | 1.00 |
| Speech/language/hearing specialist | 0.80 |
| Resource specialist (nonteaching) | 2.00 |

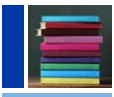
Class Assignments

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) | 1.2% | 0.0% | 2.9% |
| 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% | 0.0% |

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>.



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 |
| Caruthers ES | \$10,970 | \$80,787 |
| Caruthers USD | \$14,672 | \$78,833 |
| California | \$10,771 | \$78,673 |
| School and district: percentage difference | -25.2% | +2.5% |
| School and California: percentage difference | +1.8% | +2.7% |

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 | \$14,831 |
| Expenditures per pupil from restricted sources | \$3,861 |
| Expenditures per pupil from unrestricted sources | \$10,970 |
| Annual average teacher salary | \$80,787 |



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.