



# Caruthers High School

2580 West Tahoe Avenue Caruthers, CA 93609 ▪ <https://chs.caruthers.k12.ca.us/>

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Grades 9-12 ▪ CDS Code 10-75598-1030535

*"NO RAIDERS DOWN!"*



**SARC** 2024-25 School Accountability Report Card  
Published in 2025-26

## Caruthers Unified School District

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## Principal's Message

Caruthers High School (CHS) was founded in 1914 and held its first classes in the Chamber of Commerce Hall. Several years later, the Caruthers community supported and built a permanent school building on the Tahoe and Raider site. The building remained as the main school structure until it was replaced in 1955 with the present buildings, which were remodeled and updated in 1992. In 1999, Caruthers Union High School and Caruthers Union Elementary School unified to form the Caruthers Unified School District.

Caruthers High School is located in the central San Joaquin Valley, approximately 15 miles south of Fresno. The district covers a large rural area (120 square miles) of approximately 2,500 residents, including the two small unincorporated communities of Caruthers and Raisin City. An additional 4,800 people live in the area surrounding Caruthers.

Caruthers High School is very proud of its academics, athletics, activities and after-school programs. The academic program consists of a rigorous curriculum with more than half of its courses certified on the University of California and California State University approved course list. The athletic teams are highly regarded and compete for league and valley championships every year. The activities and after-school programs are exemplary and often recognized in Fresno County and by the Fresno County Office of Education as models for other schools.

## School Mission Statement

Caruthers High School is committed to academic excellence, co-curricular participation and postsecondary success.

## School Vision Statement

1. Caruthers High School will provide a safe, orderly and secure environment conducive to learning.
2. Caruthers High School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Caruthers High School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Caruthers High School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, community agencies, and law enforcement to provide a safe and orderly school and neighborhood.
5. Caruthers High School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Caruthers High School will work collaboratively with other elementary, middle and high schools to assist in a smooth transition from one school level to another.
7. Caruthers High School will solicit the participation, views and advice of teachers, parents, school administrators and community members and use this information to promote the safety of our pupils, staff and community.

## School Safety

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 110 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 lunchtime. 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 2025, and most recently reviewed, updated and discussed with the school faculty in August 2025.

## 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

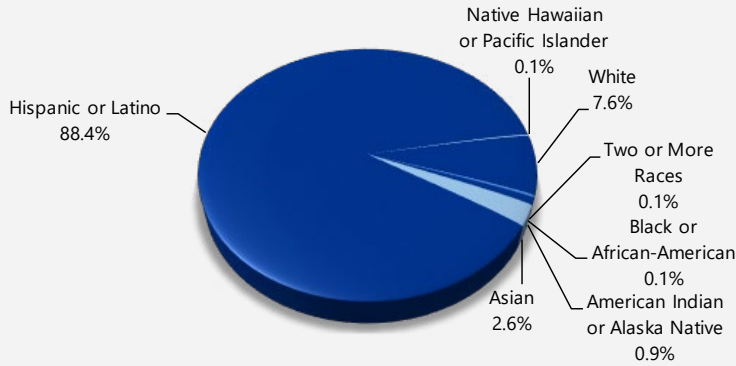
James Cummings, President  
 Valori Gallaher, Clerk  
 Darren Gilmore, Member  
 Mario Alvarado Jr., Member  
 Kathy Spate, Member



### Enrollment by Student Group

The total enrollment at the school was 682 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

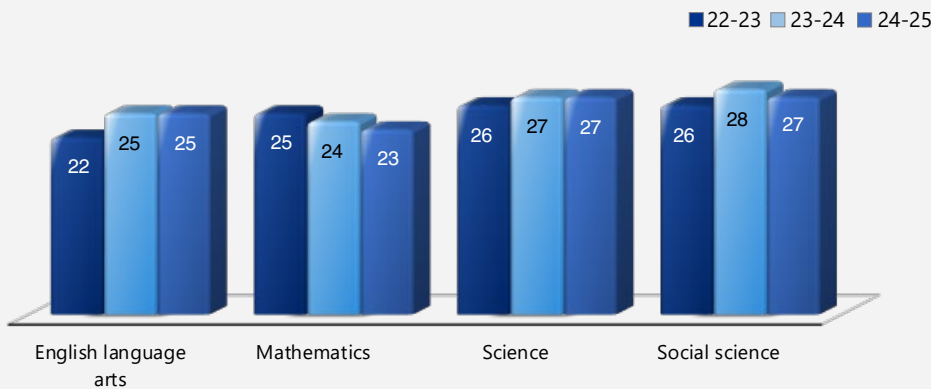
Demographics (2024-25 School Year)



### 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.

Average Class Size (Three-Year Data)

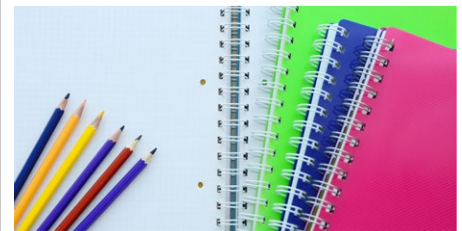


Number of Classrooms by Size (Three-Year Data)

Subject	2022-23			2023-24			2024-25		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	7	12	5	12	15		5	21	
Mathematics	7	14	2	6	16	2	11	13	
Science	2	19	4	4	19	1	2	21	1
Social science	6	18		1	19	4	1	21	2

### Enrollment by Student Group

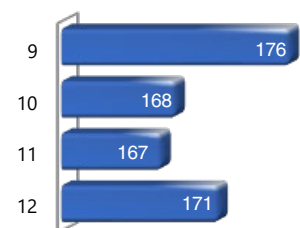
Demographics	
2024-25 School Year	
Female	47.70%
Male	52.30%
Non-Binary	0.00%
English Learners	15.00%
Foster Youth	0.30%
Homeless	2.30%
Migrant	8.80%
Socioeconomically Disadvantaged	89.30%
Students with Disabilities	9.40%



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



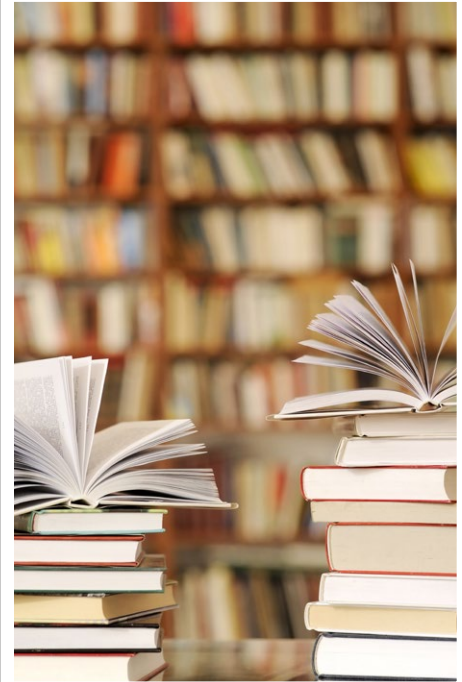
## Suspensions and Expulsions

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.

Suspension and Expulsion Rates (Three-Year Data)									
	Caruthers HS			Caruthers USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	7.10%	4.60%	4.20%	5.30%	4.20%	3.40%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	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 (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.20%	0.00%
<b>Female</b>	2.00%	0.00%
<b>Male</b>	6.20%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	0.00%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	3.90%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	0.00%	0.00%
<b>White</b>	5.90%	0.00%
<b>English Learners</b>	4.30%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	4.60%	0.00%
<b>Students Receiving Migrant Education Services</b>	6.10%	0.00%
<b>Students with Disabilities</b>	1.40%	0.00%



## Professional Development

Caruthers High School provides three professional development days in August before school starts. We have consultants helping with both curriculum and student engagement. We have provided 16 professional development days for drama, mathematics, and an English learner (EL) Sprint team for the 2025-26 school year. As a part of this professional development, there will be in-class support from the consultant to watch, review and improve the techniques of each of these departments. Mondays during the school year run as an early release day that provides 1.5 hours of professional development (PDM) time for teachers. The focus of PDM is to improve and align all curricula with Common Core State Standards. PDM time focuses on three basic areas: lesson design, unit planning and assessment.

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
<b>2023-24</b>	24
<b>2024-25</b>	30
<b>2025-26</b>	16

## 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](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test (2024-25 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
9	96.2%	96.7%	95.1%	96.2%	94.6%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group (2024-25 School Year)

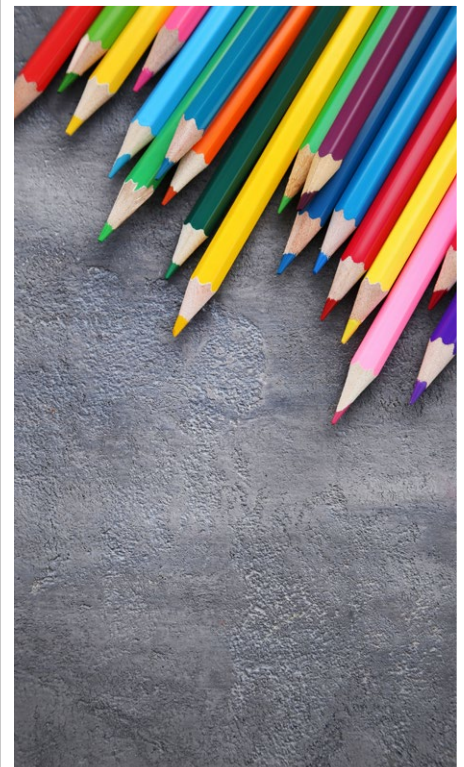
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	719	709	136	19.20%
Female	345	338	69	20.40%
Male	374	371	67	18.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	20	2	10.00%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	638	630	118	18.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	51	50	14	28.00%
English Learners	117	115	34	29.60%
Foster Youth	❖	❖	❖	❖
Homeless	23	19	5	26.30%
Socioeconomically Disadvantaged	648	639	127	19.90%
Students Receiving Migrant Education Services	66	65	9	13.80%
Students with Disabilities	70	69	21	30.40%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Types of Services Funded

The following special programs were offered:

- 3310 Special Education, Federal Individuals with Disabilities
- 3010 Title I
- 9010 ROP
- 9010 After School Program
- 4203 Title III—Limited English Proficiency
- 6387 Career Technical Education
- 6300 Lottery—IMF
- 6500 Special Education
- 6520 Workability
- 7010 Ag Incentive
- 5310 Child Nutrition: School
- 7338 College Readiness Block Grant



## California School Dashboard

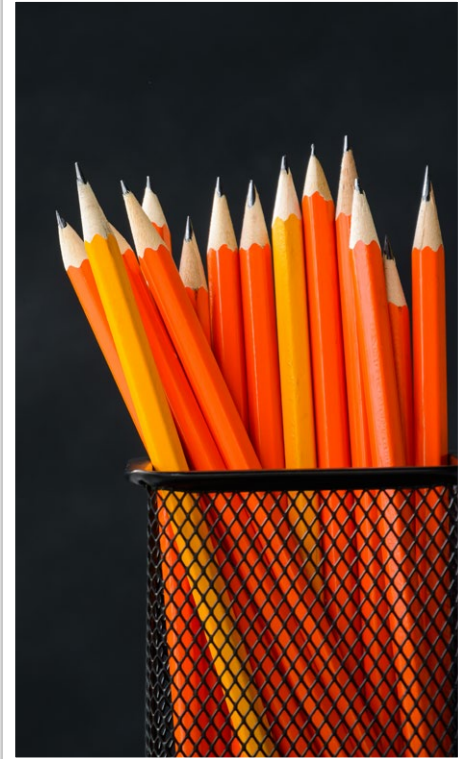
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 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 HS		Caruthers USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	23.42%	25.78%	20.26%	20.07%	30.73%	32.33%

## CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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 HS		Caruthers USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	62%	59%	43%	47%	46%	48%
Mathematics	13%	14%	30%	33%	34%	37%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	322	322	100.00%	0.00%	25.78%
Female	156	156	100.00%	0.00%	26.28%
Male	166	166	100.00%	0.00%	25.30%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	292	292	100.00%	0.00%	25.34%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	20	20	100.00%	0.00%	25.00%
English Learners	41	41	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	292	292	100.00%	0.00%	23.29%
Students Receiving Migrant Education services	25	25	100.00%	0.00%	12.00%
Students with Disabilities	27	27	100.00%	0.00%	7.41%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	163	159	97.55%	2.45%	59.12%
Female	88	86	97.73%	2.27%	60.47%
Male	75	73	97.33%	2.67%	57.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	153	150	98.04%	1.96%	58.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	21	17	80.95%	19.05%	5.88%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	146	142	97.26%	2.74%	57.04%
Students Receiving Migrant Education services	14	14	100.00%	0.00%	50.00%
Students with Disabilities	12	12	100.00%	0.00%	16.67%

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	163	163	100.00%	0.00%	13.50%
Female	88	88	100.00%	0.00%	10.23%
Male	75	75	100.00%	0.00%	17.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	153	153	100.00%	0.00%	12.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	21	21	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	146	146	100.00%	0.00%	11.64%
Students Receiving Migrant Education services	14	14	100.00%	0.00%	7.14%
Students with Disabilities	12	12	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## 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		
	22-23	23-24	24-25	22-23	23-24	24-25
<b>Caruthers HS</b>	98.20%	94.60%	96.40%	0.60%	1.80%	1.20%
<b>Caruthers USD</b>	96.70%	93.80%	95.50%	2.20%	2.20%	1.10%
<b>California</b>	86.20%	86.40%	87.50%	8.20%	8.90%	8.00%

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

Graduation Rate by Student Group (2024-25 School Year)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	166	160	96.40%
<b>Female</b>	74	72	97.30%
<b>Male</b>	92	88	95.70%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	❖	❖	❖
<b>Black or African American</b>	❖	❖	❖
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	147	142	96.60%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖
<b>White</b>	❖	❖	❖
<b>English Learners</b>	46	42	91.30%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	154	148	96.10%
<b>Students Receiving Migrant Education Services</b>	30	30	100.00%
<b>Students with Disabilities</b>	18	13	72.20%

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>.

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

## 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>.

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

The table displays the percentage of high school pupils enrolled in courses required for University of California/California State University admission during the 2024–25 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2024–25 school year. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Caruthers HS	
2024-25 School Year	
<b>Percentage of students enrolled in courses required for UC/CSU admission</b>	96.92%
<b>Percentage of graduates who completed all courses required for UC/CSU admission</b>	56.25%

## 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 22, 2025.

### Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
<b>English language arts/ELD</b>	StudySync California, McGraw-Hill (9-12)	2016
<b>English language arts</b>	Literature: Reading Fiction, Poetry and Drama; McGraw-Hill (AP English language and literature)	2007
<b>English language arts</b>	CSU ERWC 12: Expository Reading and Writing Course, Second Edition Published (12)	2013
<b>ROP Careers in Education</b>	The Skillful Teacher: Research for Better Teaching; Jon Saphire, Mary Ann Haley-Speca, Roget Gower	2008
<b>Mathematics/Math 1</b>	Integrated Math 1, Carnegie	2022
<b>Mathematics/Math 2</b>	Integrated Math 2, Carnegie	2022
<b>Mathematics/Math 3</b>	Integrated Math 3, Carnegie	2022
<b>Mathematics</b>	Precalculus with Limits Cengage Learning	2023
<b>Mathematics</b>	AP Calculus: Calculus for AP Cengage Learning	2023
<b>Mathematics</b>	Math on Call (for Passport Math)	2014
<b>Science</b>	The Science of Agriculture: A Biological Approach, Cengage Learning	2002
<b>Science</b>	Essentials of Human Anatomy and Physiology, Digital Pearson	2015
<b>Science</b>	Health, Glencoe	2007
<b>Science</b>	Conceptual Physics, Prentice Hall	2006
<b>Science</b>	Biozone Physics digital	2022
<b>Science</b>	Chemistry in the Earth, Biozone eBook Chemistry	2022
<b>Science</b>	The Living Earth, Biozone eBook Biology	2022
<b>Science</b>	AP Environmental Science; Bedford, Freemont, & Worth	2022
<b>Science</b>	Strive for a 5 (Preparing for AP Environmental Exam); Bedford, Freemont, & Worth	2022
<b>Science</b>	Campbell Biology Online	2014
<b>History/social science</b>	The Americans, McDougal Littell	2005
<b>History/social science</b>	AP: American History, McGraw-Hill	2003
<b>History/social science</b>	World History: Connections to Today, Prentice Hall	2005, 2010
<b>History/social science</b>	Magruder's American Government, Prentice Hall	2002
<b>History/social science</b>	AP: US Government & Politics, Perfection Learning	2020
<b>History/social science</b>	AP World History: The World's History by Howard Spodek, Prentice Hall	2010
<b>History/social science</b>	AP US History: Preparing for the AP Exam, AMSCO	2018

Continued on page 12

## 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	
2025-26 School Year	
<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	0%
<b>Foreign language</b>	0%
<b>Health</b>	0%
<b>Science laboratory equipment</b>	0%

## 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	
2025-26 School Year	
<b>Data collection date</b>	9/22/2025

## Quality of Textbooks

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

Quality of Textbooks	
2025-26 School Year	
Criteria	Yes/No
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List (2025-26 School Year)		
Subject	Textbook	Adopted
History/social science	AP World History: Traditions & Encounters: A Global Perspective on the Past, McGraw-Hill	2010
History/social science	Contemporary Human Geography, Prentice Hall	2010
History/social science	Capstone: Exemplary Lessons for High School Economics, Council for Economic Education	1989
History/social science	Principles of Economics, McGraw Hill	2019
History/social science	Psychology 8th Ed., David G. Meyers, Worth Pub.	2007
History/social science	AP World History Modern, AMSCO, Perfection Learning	2020
Foreign language	AP: Trianglulo AP reciado	2020
Foreign language	Spanish 1: Descubre, Level 1; Vista Higher Learning	2011
Foreign language	Spanish 2: Descubre, Level 2; Vista Higher Learning	2011
Foreign language	Spanish 3: Descubre, Level 3; Vista Higher Learning	2011
Electives	Introduction to Horticulture by Schroeder, Seagle, Felton, Ruter, Kelly and Krewer; Interstate Publishers	2002
Electives	Modern Carpentry by Wagner, Smith and Huth; Goodheart-Willcox	2000
Electives	Film Art: An Introduction, McGraw-Hill	2004
Electives	BUSN: Introduction to Business, South-Western	2003
Electives	Those Who Can, Teach; Kevin Ryan, James M. Cooper, Cheryl Mason Bolick, Cengage Learning	2016
Electives	The Skillful Teacher; Jon Saphire, Mary Ann Haley-Speca, Robert Gower Research for Better Teaching	2008
Electives	Glenco Entrepreneurship Building a Business; Allen and Meyer, McGraw-Hill	2016
Electives	Introduction to Veterinary Science by James B. Lawhead and Meecee Baker	2000
Electives	The Science of Animal Agriculture by Ray V. Herren, Cengage Learning	2000
Electives	Agriscience by Burton and Cooper	2002
Electives	Introductory Horticulture by H. Edward Reiley and Carroll L. Shry Jr.	2002
Electives	Agricultural Mechanics, Thomson	2000
Electives	The Art of Floral Design by Norah T. Hunter	2002
Electives	Landscaping Principles & Practices, Cengage Learning	2005
Electives	Essentials of Criminal Justice, Seventh Edition; Cengage/Wadsworth	2005
Electives	Criminal Investigation, Seventh Edition; Cengage/Wadsworth	2004
Electives	Soil Science & Management, Delmar	2012
Electives	Metal Fabrication Technology for Agriculture by Larry Jeffus, Cengage Learning	2005

*Continued on page 13*

## Parental Involvement

We believe that parent support is very important, and the school administration and faculty work closely with parents to support the success of our students at Caruthers High School.

One of the most important elements of this cooperation is effective communication. The school district provides parents the opportunity to monitor student academic progress through the online Parent Portal. Parents can use a secure password to make daily checks on all the assignments and grades of their child. The district has added a new contact through parent square where information, surveys and announcements are sent to parents either by phone, text or email.

There are many opportunities for parents to become involved and take leadership in school committees. Parents, faculty and students from the School Site Council (SSC) oversee school decisions and programs that are funded by many state categorical funds. Parents are also active on the English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC), Athletic Boosters and serve on advisory committees for school vocational programs.

For more information on how to become involved with the school, please contact Vice Principal Julio Zelaya at (559) 495-6425 or [jzelaya@caruthers.k12.ca.us](mailto:jzelaya@caruthers.k12.ca.us).



## 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Electives	Sound Innovations; Peter Boonshaft, Alfred Music	2016
Electives	Tradition of Excellence, Kjos Music Company	2011
Electives	The Christopher Parkening Method, Vol. 1 & 2; Hal Leonard Corporation	1997
Electives	Ukulele Method Book 1, Hal Leonard Corporation	2005
Electives	Music: An Appreciation, McGraw-Hill Education	2014
Electives	Business: ICEV online	2023
Electives	Computer Science Discoveries: Code.org	2022
Electives	AP Computer Science Principles: Code.org	2022
Electives	Yearbook: ICEV online	2023
All Subjects	Edmentum Online Curriculum	2023

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	
2024-25 School Year	
Percentage of students enrolled in AP courses	26%
Number of AP courses offered at the school	12
Number of AP Courses Offered	
Computer science	1
English	3
Fine and performing arts	0
Foreign language	0
Mathematics	2
Science	2
Social science	4

Career Technical Education Programs

**Mission:** The Caruthers Unified Career Technical Education (CTE) Program consists of two main objectives: extending education and providing hands-on experiences. The academic portion consists of procedural and declarative knowledge, as well as information regarding the 11 CTE Foundation Standards. The activity segment consists of hands-on experiences, activities that emphasize and extend the academic portion, and practices that fully engage students.

**Vision:** Caruthers Unified CTE will provide the hands-on education and training students need to supplement their education in industry fields. Students in CTE classes will experience computer training, rigorous health-career-related information, training and exposure to business fields, agriculture fieldwork, and other skills that enhance their learning.

Career Technical Education Pathways:

1. Industry Sector: Agriculture and Natural Resources

- Career Pathway: Agricultural Mechanics
  - Courses: Ag Mechanics 1, Ag Mechanics 2, ROP Ag Welding Process and Fabrication/ROP Ag Fabrication and Application
- Career Pathway: Animal Science
  - Courses: Intro to Ag, Animal Science, Veterinary Science
- Career Pathway: Ornamental Horticulture
  - Courses: Floral Design, ROP Art and History of Floral Design

2. Industry Sector: Education, Child Development & Family Services

- Career Pathway: Education
  - Courses: ROP Careers in Education

3. Industry Sector: Public Services

- Career Pathway: Public Safety
  - Courses: ROP Criminal Justice, ROP Criminal Investigation

The primary representative of the district's career technical advisory committee is Principal Barry Watts. Students may also go to the counselors for help on available CTE programs.

Career Technical Education Participation

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

Career Technical Education Data	
Caruthers HS	
2024-25 Participation	
Number of pupils participating in a CTE program	465
Percentage of pupils who completed a CTE program and earned a high school diploma	21%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	20%

## 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 (2025-26 School Year)	
Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	10/4/2025

## 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 (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
<b>Interior</b>	Admin, Rooms 200, 302, 300,502, 501, 500, 601,602,603,800, 900,901,1000, ceiling tiles stained. Admin carpet lifting. All repairs/replacement to be made by June 2026.
<b>Electrical</b>	Room 304 light panel out, multiple bulbs out, 302 light diffuser missing 1 light panel out, 403 electrical cord trip hazard. Replace bulbs, diffuser and both panels that are out, remove electrical cord trip hazard, along with bulbs and diffuser by October 2025.
<b>Safety</b>	Room 301 plug in air freshener, 300 paint chipping, 401 plug in air freshener and earthquake hazards items stack on shelves, 404 earthquake hazard items stacked on shelves, 405 plug in air freshener, 406 plug in air freshener, 900 paint on ramp peeling, 800 earthquake hazard items stacked on shelves. Remove plug in air fresheners in all rooms listed October 2025, sand and repair chipping paint June 2026, down stack earthquake hazard stacked items by October 2025.
<b>Structural</b>	Room 302 Dry rot on eaves, 1000 gutter rusted with holes, 1001 gutter rusted with holes. All repairs to be made by June 2026.

## School Facilities

Caruthers High School moved to the main buildings on the current campus when they were completed in 1955. Since that time, the school has added a cafeteria and remodeled and updated the administration and classroom buildings in 1992. The gymnasium was remodeled in 2014, student bathrooms modernized in 2003, and new portable classrooms were added in 2003 to meet the needs of a growing student body. New roofs were added in 2007, and a new parking lot was constructed in the spring of 2008. In 2014, a new science building, along with a newly remodeled weight room and computer lab, was also completed. In 2015, Caruthers High School added a new ag multipurpose facility, remodeled band room, woodshop, metal shop and all permanent classrooms were remodeled and updated.

In addition to the classrooms, the campus includes a woodshop; an agriculture mechanics shop; a band and music room; a greenhouse; and a six-acre school farm with an almond orchard, a pasture and a barn. In addition to the gymnasium, there are two new baseball fields, new varsity softball field, seven new competitive tennis courts and a football/soccer stadium with an all-weather track.

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## School Facilities

*Continued from left*

The school has internet access in all classrooms, plus a library-media center with a chrome book cabinet with 15 chrome books and more than 10,000 books. A new boiler project for the gymnasium was completed in the winter of 2008-09. An air condition project for the gymnasium was completed in 2019 to update the old swamp coolers. Also, the gymnasium floor needed repair so the floor was completely replaced and complete by 2019. In all permanent classrooms, the carpet was removed and we now have polished concrete floors. Whiteboards are replaced on a rotating schedule every school year during winter and summer vacations.

The boys’ and girls’ locker rooms and the front office were completely remodeled in 2011. The project began in March and was completed in September. The weight room was moved to a classroom that has served as the auto shop in the past. This room was remodeled and outfitted with new flooring and some new equipment. Two old media center room were completely remodeled and updated to house two math classes. Our two small computer labs were condensed to one large computer lab in a much larger room. This room was completely remodeled and outfitted to house 40 computer stations.

The general condition of the school is good, and some of the new and remodeled buildings would receive an exemplary mark.

To meet Health Department cleaning protocols, the rooms are cleaned on a regular basis, as well as disinfecting with the UV lights nightly and fogging to combat COVID-19, with deeper cleaning occurring twice a year during winter break and summer break.

There are six full-time and one part-time janitorial staff members for the district. Five of the full-time janitors share in the team-cleaning approach to maintain the district facilities.

Safety is the most important aspect for our students. One hundred and ten video surveillance cameras record continuously. Students arriving or leaving by buses are supervised by an administrator. Two staff members on duty monitor students who walk or are dropped off or picked up 15 minutes before the start of school and 15 minutes after school is out. All gates are locked during school hours, and visitors must check in at the main office. Five staff members and an administrator supervise all breaks and lunch periods. After school, students involved in sports are monitored by their coaches. Students in an after-school program class are with teachers. Administrators are present at every home sporting competition and a number of away games as well.

## 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 (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.8	71.9%	59.2	74.2%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	3.3	9.6%	4.9	6.2%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.1	3.2%	2.1	2.7%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	3.2	9.5%	4.5	5.7%	11,953.1	4.3%
<b>Unknown</b>	2.0	5.8%	9.0	11.3%	15,831.9	5.7%
<b>Total Teaching Positions</b>	34.5	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24	69.0%	60.4	74.5%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	2.1	6.3%	8.4	10.4%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	5.8	16.7%	7.7	9.5%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.7	5.1%	3.5	4.3%	11,746.9	4.2%
<b>Unknown</b>	1.0	3.0%	1.0	1.3%	14,303.8	5.2%
<b>Total Teaching Positions</b>	34.8	100.0%	81.1	100.0%	277,697.8	100.0%

### Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.3	66.3%	62.7	79.1%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	3.0	9.0%	5.7	7.3%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	4.7	14.0%	5.8	7.4%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.7	2.2%	1.0	1.4%	12,112.8	4.3%
<b>Unknown</b>	2.8	8.4%	3.8	4.8%	13,705.8	4.9%
<b>Total Teaching Positions</b>	33.7	100.0%	79.2	100.0%	278,927.1	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 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	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.1	0.8
Misassignments	1.1	5.6	3.8
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.1	5.8	4.7



### 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	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.7	0.0	0.7
Local Assignment Options	2.5	1.7	0.0
<b>Total Out-of-Field Teachers</b>	3.2	1.7	0.7

### 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	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8%	14.9%	11.9%
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%	0.3%	0.0%

### 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	
2024-25 School Year	
	Ratio
Pupils to Academic counselors	162:1
<b>Support Staff</b>	<b>FTE</b>
Counselor (academic, social/behavioral or career development)	5.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.25
Resource specialist (nonteaching)	0.00

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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 2023-24 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](http://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](http://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](http://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 (2023-24 Fiscal Year)		
	Caruthers USD	Similar Sized District
<b>Beginning teacher salary</b>	\$54,634	\$54,773
<b>Midrange teacher salary</b>	\$80,025	\$78,980
<b>Highest teacher salary</b>	\$111,491	\$117,336
<b>Average elementary school principal salary</b>	\$135,000	\$128,425
<b>Average high school principal salary</b>	\$142,000	\$138,809
<b>Superintendent salary</b>	\$200,000	\$176,162
<b>Teacher salaries: percentage of budget</b>	22.41%	24.71%
<b>Administrative salaries: percentage of budget</b>	5.01%	5.91%

## 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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Caruthers HS</b>	\$10,988	\$80,304
<b>Caruthers USD</b>	\$14,640	\$81,860
<b>California</b>	\$11,146	\$86,335
<b>School and district: percentage difference</b>	-24.9%	-1.9%
<b>School and California: percentage difference</b>	-1.4%	-7.0%

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 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). 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 2025.

## 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	
2023-24 Fiscal Year	
<b>Total expenditures per pupil</b>	\$14,591
<b>Expenditures per pupil from restricted sources</b>	\$3,603
<b>Expenditures per pupil from unrestricted sources</b>	\$10,988
<b>Annual average teacher salary</b>	\$80,304



## 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.