



Caruthers Elementary School

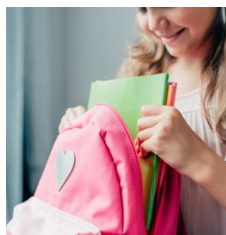
Grades TK-8
CDS Code 10-75598-6005813

Marla Dominguez
Principal
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www.caruthers.k12.ca.us/CES

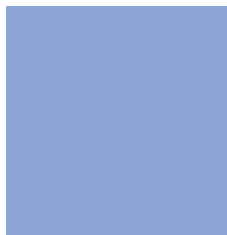
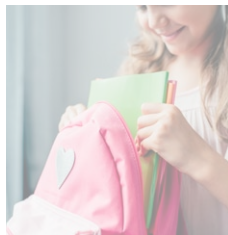
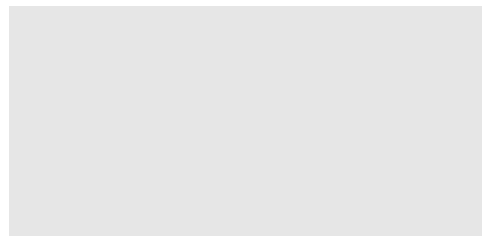
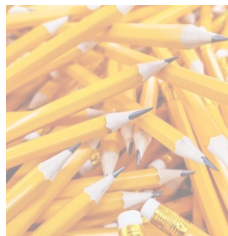
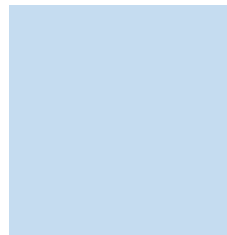
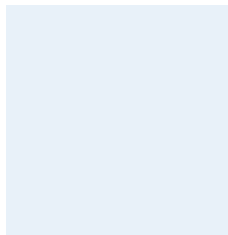
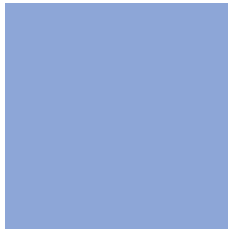
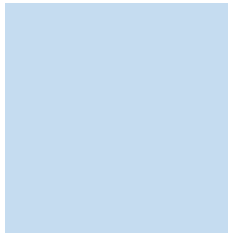
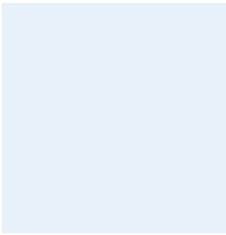
Para español, visita www.caruthers.k12.ca.us



Caruthers Unified School District

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Orin Hirschorn, Superintendent ▪ orhirschorn@caruthers.k12.ca.us ▪ (559) 495-6400





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, the only elementary school in the Caruthers Unified School District, provides educational services to approximately 900 students in grades TK-8.

As one of the first academic institutions for many Caruthers Unified School District (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.

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 12-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 Marla Dominguez at (559) 495-6432 or mdominguez@caruthers.k12.ca.us.



"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."



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.



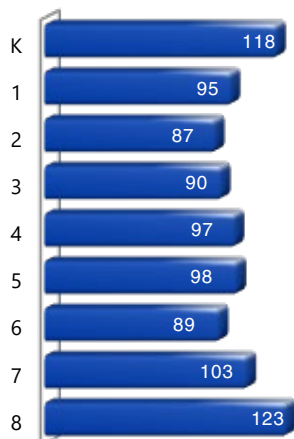
Governing Board

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

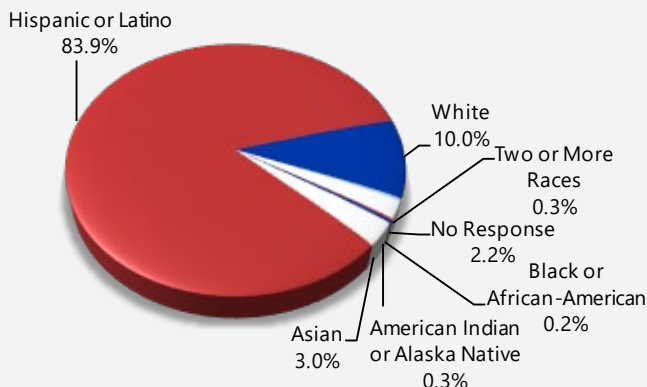


Enrollment by Student Group

The total enrollment at the school was 900 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	90.70%
English learners	40.10%
Students with disabilities	7.90%
Foster youth	0.30%
Homeless	0.60%

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 December 2019 and most recently reviewed with staff in October 2019.

The entire CUSD staff attended a disaster training with a focus on active shooters at the start of the 2019-20 school year.

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.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions

Three-Year Data

	Caruthers ES			Caruthers USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	4.9%	4.6%	3.4%	5.9%	6.9%	4.7%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

"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."

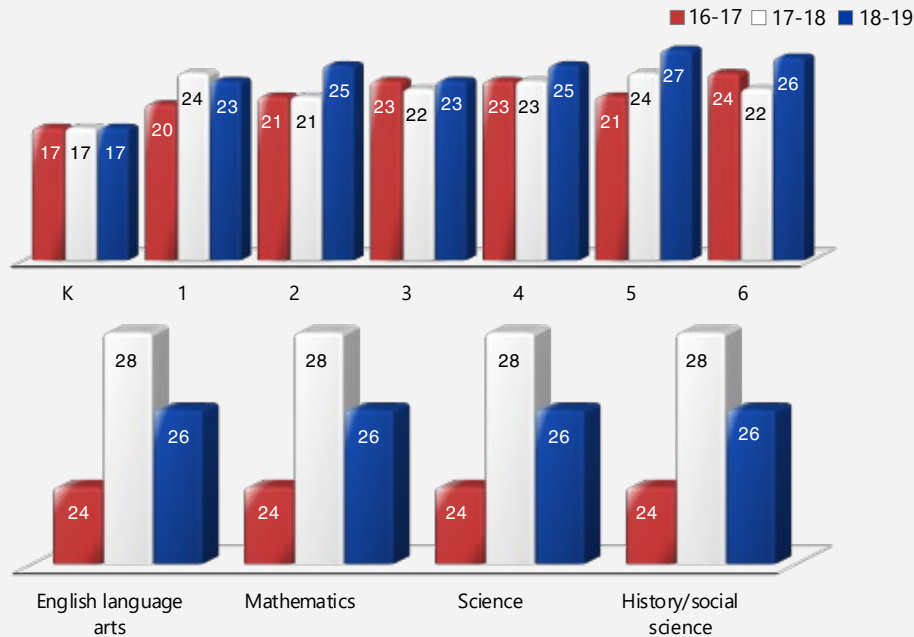


Class Size Distribution

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.

Average Class Size

Three-Year Data



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

"As one of the first academic institutions for many Caruthers Unified School District (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."



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	7			5			5		
1	3	1			4			4	
2	1	3		1	3			4	
3		4			4			4	
4		4			4			4	
5	1	3			4			4	
6		4			4			4	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
7 English language arts		4			4			2	
7 Mathematics		4			4			2	
7 Science		4			4			2	
7 History/social science		4			4			2	
8 English language arts	4				4			2	
8 Mathematics	4				4			2	
8 Science	4				4			2	
8 History/social science	4				4			2	

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

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 Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Caruthers ES		Caruthers USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3–8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Caruthers ES		Caruthers USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	39%	39%	44%	42%	50%	51%
Mathematics	38%	37%	37%	34%	38%	40%

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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

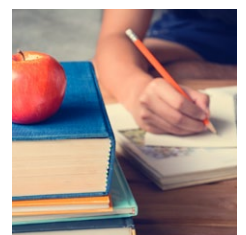
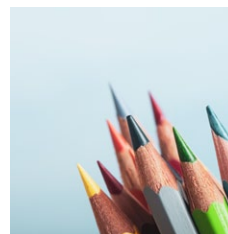
California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Caruthers ES	
		Grade 5	Grade 7
Four of six standards		18.1%	13.5%
Five of six standards		17.0%	21.2%
Six of six standards		5.3%	9.6%



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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	602	596	99.00%	1.00%	39.26%
Male	302	299	99.01%	0.99%	35.79%
Female	300	297	99.00%	1.00%	42.76%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	18	18	100.00%	0.00%	61.11%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	528	522	98.86%	1.14%	37.74%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	48	48	100.00%	0.00%	45.83%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	554	548	98.92%	1.08%	36.86%
English learners	336	331	98.51%	1.49%	28.40%
Students with disabilities	33	33	100.00%	0.00%	3.03%
Students receiving Migrant Education services	49	49	100.00%	0.00%	40.82%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

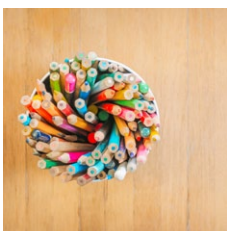
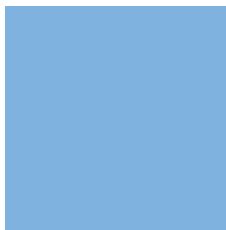
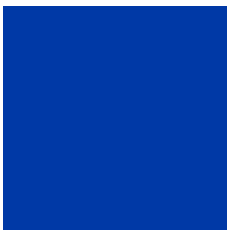
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	602	601	99.83%	0.17%	36.94%
Male	302	301	99.67%	0.33%	37.21%
Female	300	300	100.00%	0.00%	36.67%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	18	18	100.00%	0.00%	55.56%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	528	527	99.81%	0.19%	35.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	48	48	100.00%	0.00%	43.75%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	554	553	99.82%	0.18%	35.26%
English learners	336	335	99.70%	0.30%	29.55%
Students with disabilities	33	33	100.00%	0.00%	6.06%
Students receiving Migrant Education services	49	49	100.00%	0.00%	30.61%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested 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 in September 2019.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Benchmark Advance</i> , Benchmark Education Company (K)	2019
English language arts	Houghton Mifflin, <i>Harcourt California Journeys</i> (1-5th)	2019
English language arts	<i>Units of Study for Teaching Reading</i> , Heineman (6th)	2019
English language arts	<i>StudySync California</i> , McGraw-Hill (7-8)	2016
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2008
Mathematics	<i>Illustrative Mathematics</i> , Open Up Resources 2nd Edition (6-8th)	2019
Science	<i>California Science</i> , Macmillan/McGraw-Hill (4-6)	2007
Science	<i>Focus on Life Science</i> , California Edition; Glencoe/McGraw-Hill (7)	2007
Science	<i>Focus on Physical Science</i> , California Edition; Glencoe/McGraw-Hill (8)	2007
History/social science	Scott Foresman California History-Social Science, Pearson (3-4th)	2005
History/social science	World History Studies Weekly, American Legacy Publishing (5-6th)	2016
History/social science	McDougal Littell California Middle School Social Studies, McDougal Little (7-8th)	2007

Quality of Textbooks

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

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

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 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.

✧ Not applicable.

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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	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	
2019-20 School Year	
Data collection date	9/30/2019



School Facilities

CES provides a safe, clean and drug-free environment for learning. There are five 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. Although the buildings have not been updated, they are maintained. The school facilities include classrooms, offices, a cafeteria, library, computer lab with 40 computers and one staff lounge.

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.

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 3 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 6-foot fence surrounding the perimeter of the schoolyard.

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		2019-20 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)		Good
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 school site inspection		9/27/2019
Date of the most recent completion of the inspection form		9/27/2019

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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Men's Restroom: wall tiles are missing/loose Copy Room: ceiling tile has a hole	Repairs will be completed by Winter Break 2019
Interior	Rm 3: linoleum trim is missing at sink; carpet is worn Rm 4: laminate is missing on counter; carpet is worn K-2, K-1, 1: carpet has tears and worn	Repairs will be completed by Winter Break 2019
Electrical	Cafeteria: light diffusers are missing	Repairs will be completed by Winter Break 2019
Restrooms/fountains	Rm 26~ Drinking fountain is not working	Repairs will be completed by Winter Break 2019
External	Rm 26: bent vent on storage door/injury hazard Rm 27: hole in cement on walkway at entry/trip hazard Rm 3: hole in cement on walkway at entry/trip hazard Admin Office: hole in cement on walkway at entry/trip hazard	Repairs will be completed by Winter Break 2019





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Caruthers USD	Caruthers ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	70	41	41	41
Without a full credential	10	5	5	6
Teaching outside subject area of competence (with full credential)	4	1	2	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

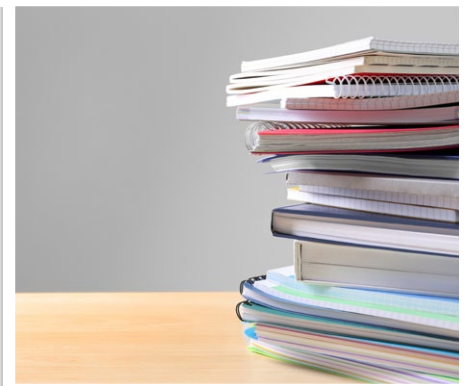
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Caruthers ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



Professional Development

Caruthers Elementary School provides three professional development days in August before school starts. In addition, the district sets aside one minimum day each week to regularly analyze student data, determine areas of need, and address them during Professional Development Mondays. The district has set aside this weekly minimum day for implementing a professional-development program that centers on discussing, designing and collaborating around using best instructional practices that are aligned to state and district goals. For the past three years, approximately 45+ days are dedicated to staff and professional development. Teachers focus on the instructional strategies for Common Core.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		Approximately 45 days	Approximately 45 days	62 days



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).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:900
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.33
Social worker	0.50
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	2.00



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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$9,470
Expenditures per pupil from restricted sources	\$1,886
Expenditures per pupil from unrestricted sources	\$7,584
Annual average teacher salary	\$69,120

Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	Caruthers USD	Similar Sized District
Beginning teacher salary	\$44,680	\$43,574
Midrange teacher salary	\$65,447	\$63,243
Highest teacher salary	\$91,180	\$86,896
Average elementary school principal salary	\$109,200	\$103,506
Average high school principal salary	\$113,022	\$108,954
Superintendent salary	\$162,407	\$136,125
Teacher salaries: percentage of budget	31%	30%
Administrative salaries: percentage of budget	4%	6%

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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Caruthers ES	\$7,584	\$69,120
Caruthers USD	\$10,373	\$68,011
California	\$7,507	\$64,732
School and district: percentage difference	-26.9%	+1.6%
School and California: percentage difference	+1.0%	+6.8%

Expenditures Per Pupil

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

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

All data accurate as of December 2019.

School Accountability Report Card

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