

# Rex Fortune Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <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.

#### 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.

### Admission Requirements for the University of California (UC)

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/>.

### Admission Requirements for the California State University (CSU)

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/>.

## 2025-26 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Rex Fortune Elementary School   |
| <b>Street</b>                            | 4601 Upland Dr  |
| <b>City, State, Zip</b>                  | Roseville   |
| <b>Phone Number</b>                      | (916) 735-7001  |
| <b>Principal</b>                         | Jason Farrel  |
| <b>Email Address</b>                     | <a href="mailto:jfarrel@centerusd.org">jfarrel@centerusd.org</a>                  |
| <b>School Website</b>                    | <a href="https://rexfortune.centerusd.org/">https://rexfortune.centerusd.org/</a> |
| <b>Grade Span</b>                        | K-6   |
| <b>County-District-School (CDS) Code</b> | 34 73973 0142042  |

## 2025-26 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | Center Joint Unified School District                                |
| <b>Phone Number</b>     | (916) 338-6400  |
| <b>Superintendent</b>   | Scott Loehr   |
| <b>Email Address</b>    | <a href="mailto:sloehr@centerusd.org">sloehr@centerusd.org</a>      |
| <b>District Website</b> | <a href="https://www.centerusd.org/">https://www.centerusd.org/</a> |

## 2025-26 School Description and Mission Statement

Rex Fortune Elementary School is a public elementary school serving students in Transitional Kindergarten through 6th grade within the Center Joint Unified School District in Roseville/Antelope, California. Established with a focus on preparing students for future academic success, the school aims to provide a safe, engaging, and rigorous educational experience for all learners.

Rex Fortune Elementary strives to cultivate a school environment where students are empowered, responsible, and engaged through a focus on foundational academic skills and modern learning opportunities. The dedicated staff and administration are committed to meeting the diverse needs of the student population, including a significant percentage of English Language Learners (ELLs), ensuring equity and access to high-quality instruction.

## 2025-26 School Description and Mission Statement

### Key Programmatic Highlights

The school's educational program is designed to foster both academic mastery and 21st-century skills.

**STEM/STEAM Focus:** The curriculum often integrates Science, Technology, Engineering, Arts, and Mathematics (STEAM), including opportunities for hands-on learning in specialized STEM Labs with tools like robotics (e.g., Roboblocky and Linkbots), and science and engineering through Project Lead the Way and FOSS.

**Literacy:** The school provides a comprehensive, research-based literacy program across all grades, with a strong emphasis on foundational skills, including phonological awareness and phonics.

**Community and Support:** Rex Fortune Elementary actively promotes family and community involvement through the Parent-Teacher Organization (PTO) and the School Site Council, recognizing that collaboration is key to student success. The school offers various after school clubs to enrich the student experience and build a strong school culture.

The school is continually working towards its mission, to inspire and empower our students to become curious, critical thinkers and problem solvers who are equipped with the skills and knowledge needed to excel in the fields of science, technology, engineering, the arts and mathematics (STEAM). We strive to create a diverse, inclusive, and dynamic learning community that fosters creativity, collaboration, and innovation. of providing a comprehensive, standards-based education that prepares every student to be a successful and productive member of the community.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level                    | Number of Students |
|--------------------------------|--------------------|
| Transitional Kindergarten (TK) | 51                 |
| Kindergarten                   | 124                |
| Grade 1                        | 52                 |
| Grade 2                        | 55                 |
| Grade 3                        | 51                 |
| Grade 4                        | 47                 |
| Grade 5                        | 45                 |
| Grade 6                        | 38                 |
| <b>Total Enrollment</b>        | <b>412</b>         |

## 2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 50                          |
| Male                                | 50                          |
| American Indian or Alaska Native    | 1                           |
| Asian                               | 29.1                        |
| Black or African American           | 5.1                         |
| Filipino                            | 7.8                         |
| Hispanic or Latino                  | 18.7                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| Two or More Races                   | 3.9                         |
| White                               | 34.2                        |
| English Learners                    | 29.4                        |
| Homeless                            | 2.7                         |
| Socioeconomically Disadvantaged     | 42                          |
| Students with Disabilities          | 10.4                        |

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                |                 |                  |              |               |
| Unknown/Incomplete/NA   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>   |               |                |                 |                  |              |               |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number  | State Percent |
|---|---------------|----------------|-----------------|------------------|---------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                | 184             | 85.96            | 231142.4      | 83.24         |
| Intern Credential Holders Properly Assigned   |               |                | 2.8             | 1.33             | 5566.4        | 2             |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      |               |                | 8.7             | 4.07             | 14938.3       | 5.38          |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         |               |                | 5.6             | 2.65             | 11746.9       | 4.23          |
| Unknown/Incomplete/NA   |               |                | 12.7            | 5.96             | 14303.8       | 5.15          |
| <b>Total Teaching Positions</b>   |               |                | <b>214</b>      | <b>100</b>       | <b>277698</b> | <b>100</b>    |

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

| 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> | 11            | 91.67          | 182.1           | 79.47            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 5               | 2.19             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1             | 8.33           | 21.9            | 9.56             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 6.5             | 2.85             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 13.5            | 5.92             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 12            | 100            | 229.1           | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   |         |         | 0       |
| <b>Misassignments</b>  |         |         | 1       |
| <b>Vacant Positions</b>                                      |         |         | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> |         |         | 1       |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> |         |         | 0       |
| <b>Local Assignment Options</b>                               |         |         | 0       |
| <b>Total Out-of-Field Teachers</b>                            |         |         | 0       |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |         | 9       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |         | 0       |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district certified to the governing board on August 20, 2025 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

**Year and month in which the data were collected** August 20, 2025

| Subject                           | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|--|
| <b>Reading/Language Arts</b>      | McGraw Hill, Wonders Education K-6 (2015-16)   | 0  |
| <b>Mathematics</b>                | CPM Educational Program, Core Connections (2014)<br>McGraw Hill, My Math (2014)                                | 0  |
| <b>Science</b>                    | FOSS Science (2022)<br>Amplify Science-6th grade (2019)  | 0  |
| <b>History-Social Science</b>     | Studies Weekly (2019)  | 0  |
| <b>Foreign Language</b>           | N/A  |  |
| <b>Health</b>                     | N/A  |  |
| <b>Visual and Performing Arts</b> | N/A  |  |

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

All sites undergo daily cleaning, and during breaks, a more thorough cleaning of the floors is performed. Custodial staff follow a daily, weekly, and monthly checklist for their standard cleaning duties.

**Year and month of the most recent FIT report** 11/04/25

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           |   |

## School Facility Conditions and Planned Improvements

|   |   |   |  |  |
|---|---|---|--|--|
| <b>Interior:</b><br>Interior Surfaces   |   | X |  | Room E4: Carpet stained<br>Room F5: Carpet needs to be vacuumed<br>Room G4: Carpet needs to be vacuumed<br>Room G5: Countertops dirty<br>Room H3: Carpets need to be vacuumed<br>Room H5: Carpet needs to be vacuumed, desktops dirty<br>Room H6: Carpet needs to be vacuumed<br>Room H7: Carpet stained |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |   |  |  |
| <b>Electrical</b>   | X |   |  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |   |  | Room G7: Sink dirty  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |   |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |   |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |   |  |  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject  | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 52.94          | 48.94          | 35.64            | 37.85            | 47.04         | 48.82         |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 43.2           | 39.79          | 24.6             | 25.68            | 35.54         | 37.30         |

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 193                     | 190                  | 98.45                 | 1.55                      | 48.95                          |
| Female  | 92                      | 90                   | 97.83                 | 2.17                      | 57.78                          |
| Male  | 101                     | 100                  | 99.01                 | 0.99                      | 41.00                          |
| American Indian or Alaska Native              | --                      | --                   | --                    | --                        | --                             |
| Asian   | 59                      | 57                   | 96.61                 | 3.39                      | 47.37                          |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | 18                      | 18                   | 100.00                | 0.00                      | 83.33                          |
| Hispanic or Latino                            | 29                      | 29                   | 100.00                | 0.00                      | 34.48                          |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | 11                      | 11                   | 100.00                | 0.00                      | 72.73                          |
| White   | 63                      | 62                   | 98.41                 | 1.59                      | 45.16                          |
| English Learners                              | 61                      | 58                   | 95.08                 | 4.92                      | 17.24                          |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | 11                      | 10                   | 90.91                 | 9.09                      | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 91                      | 88                   | 96.70                 | 3.30                      | 39.77                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 25                      | 25                   | 100.00                | 0.00                      | 12.00                          |

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 193                     | 193                  | 100.00                | 0.00                      | 39.38                          |
| <b>Female</b>  | 92                      | 92                   | 100.00                | 0.00                      | 36.96                          |
| <b>Male</b>  | 101                     | 101                  | 100.00                | 0.00                      | 41.58                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 59                      | 59                   | 100.00                | 0.00                      | 42.37                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 18                      | 18                   | 100.00                | 0.00                      | 72.22                          |
| <b>Hispanic or Latino</b>                            | 29                      | 29                   | 100.00                | 0.00                      | 24.14                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 11                      | 11                   | 100.00                | 0.00                      | 36.36                          |
| <b>White</b>   | 63                      | 63                   | 100.00                | 0.00                      | 34.92                          |
| <b>English Learners</b>                              | 61                      | 61                   | 100.00                | 0.00                      | 19.67                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 11                      | 11                   | 100.00                | 0.00                      | 45.45                          |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 91                      | 91                   | 100.00                | 0.00                      | 32.97                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 25                      | 25                   | 100.00                | 0.00                      | 8.00                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject   | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) |                   | 27.66             |                     | 27.66               |                  | 32.52            |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 47               | 47            | 100.00         | 0.00               | 27.66                   |
| Female  | 25               | 25            | 100.00         | 0.00               | 20.00                   |
| Male  | 22               | 22            | 100.00         | 0.00               | 36.36                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 15               | 15            | 100.00         | 0.00               | 33.33                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | --               | --            | --             | --                 | --                      |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | 13               | 13            | 100.00         | 0.00               | 15.38                   |
| English Learners                              | 12               | 12            | 100.00         | 0.00               | 8.33                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | 0                | 0             | 0              | 0                  | 0                       |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 22               | 22            | 100.00         | 0.00               | 9.09                    |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | 100%                          | 100%  | 100%   | 100%   | 100%                     |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

Opportunities for parental involvement include volunteering in the classroom, attending student led conferences, participating in a decision-making group, or simply planning to enjoy school events. Parents stay informed on upcoming events and school activities through our automated telephone messages, text messages, email, parent conferences, fliers/notices, the school marquee, the school website, Aeries Parent Portal, and Facebook, Instagram, and Classroom Dojo.

Opportunities to Volunteer include:

- PTO Events
- Field Trips
- Classroom support

Committees:

- English Learner Advisory Council
- Parent Teacher Organization
- School Site Council

Planned School Activities:

- Back to School Meet & Greet
- School Spirit Days
- Flyer Day Awards Assemblies
- Parent Conference Weeks
- Open House
- Fall Festival
- Family Literacy Night
- PBIS Family Night
- Fun Run
- Science Night
- Linkbot Robotics Parade
- Roboplay Competition

## 2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 477                   | 464                                     | 45                        | 9.7                      |
| Female  | 231                   | 228                                     | 21                        | 9.2                      |
| Male  | 246                   | 236                                     | 24                        | 10.2                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 138                   | 131                                     | 11                        | 8.4                      |
| Black or African American                     | 29                    | 27                                      | 5                         | 18.5                     |
| Filipino                                      | 42                    | 42                                      | 2                         | 4.8                      |
| Hispanic or Latino                            | 83                    | 82                                      | 10                        | 12.2                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 18                    | 18                                      | 1                         | 5.6                      |
| White   | 161                   | 158                                     | 16                        | 10.1                     |
| English Learners                              | 148                   | 144                                     | 12                        | 8.3                      |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 18                    | 18                                      | 2                         | 11.1                     |
| Socioeconomically Disadvantaged               | 218                   | 211                                     | 29                        | 13.7                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 67                    | 65                                      | 13                        | 20.0                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions       |                   |                   |                     |                     |                     |                  |                  |                  |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions        |                   |                   |                     |                     |                     |                  |                  |                  |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.84             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 1.63             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.72             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 1.20             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 1.24             | 0.00            |
| English Learners                              | 1.35             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 1.83             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The Rex Fortune Elementary School Comprehensive School Safety Plan (CSSP) was last updated on December 2, 2024, and the plan itself is scheduled to be reviewed and updated by March 1st every year. A description of its key elements is reported in

## 2025-26 School Safety Plan

the SARC annually. A copy of the full plan is available for public review at the main office.

The CSSP was developed by the school's Safety Planning Committee in consultation with a fire department and other first responder entities, as required by law.

The plan contains all components mandated by the California Education Code (EC 32280-32288), including:

### Key Procedural Elements

-Disaster Procedures (Emergency Preparedness): The plan meets the requirements for a Disaster Plan and includes specific procedures for various emergencies such as fire, earthquake, and armed assault on campus. It also details adaptations for students with disabilities to ensure their safe evacuation.

-School Site as a Shelter: The district agrees to grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters.

-Procedures for Safe Ingress and Egress: This section outlines procedures for the safe arrival and departure of pupils, parents, and staff, including designated entry/exit points, visitor management policies (e.g., mandatory check-in), and staff supervision.

-Active Shooter/Armed Assault: The plan includes procedures to prepare for active shooters, covering prevention (e.g., a Threat Assessment Team, strict visitor policies) and response (Code Red lockdown guidelines, including Run, Hide, or Fight tactics).

### Behavior, Discipline, and Prevention Policies

-Student Conduct and Discipline: The plan includes school discipline rules and consequences.

-Safe and Orderly School Environment: Policies are in place to maintain a safe and orderly environment conducive to learning, addressing school climate goals (e.g., sense of belonging, reducing chronic absenteeism) and physical environment objectives.

-Child Abuse Reporting: The plan outlines the mandated Child Abuse Reporting Procedures.

-Notification of Dangerous Pupils: Procedures are in place to notify teachers of dangerous pupils.

-Harassment and Hate Crimes: The plan contains discrimination and sexual harassment policies, as well as specific procedures and policies for hate crime reporting.

-School-wide Dress Code: A school-wide dress code is enforced, including provisions related to gang-related apparel.

-Bullying Prevention: The CSSP includes procedures for preventing acts of bullying and cyber-bullying.

-Opioid Prevention: The plan includes Opioid Prevention and Life-Saving Response Procedures.

-Assessment of Crime: The plan includes an assessment of school crime committed on campus and at school-related functions.

### Continuity and Review

-Instructional Continuity: An Instructional Continuity Plan is included to ensure instruction continues in the event of a major disruption, such as a natural disaster or pandemic.

-Review and Evaluation: The plan details procedures for its regular review, evaluation, and amendment, including tabletop exercises and drills to test its effectiveness.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 20                 | 1                                    | 1                                     | 0                                   |
| 1           | 25                 | 0                                    | 1                                     | 0                                   |
| 2           | 14                 | 1                                    | 0                                     | 0                                   |
| 3           | 16                 | 2                                    | 0                                     | 0                                   |
| 4           | 27                 | 0                                    | 1                                     | 0                                   |
| 5           | 26                 | 0                                    | 1                                     | 0                                   |
| 6           | 18                 | 1                                    | 0                                     | 0                                   |
| Other       | 16                 | 1                                    | 0                                     | 0                                   |

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 18                 | 4                                    |                                       |                                     |
| 1           | 17                 | 3                                    |                                       |                                     |
| 2           | 21                 | 1                                    | 1                                     |                                     |
| 3           | 22                 |                                      | 2                                     |                                     |
| 4           | 32                 |                                      | 1                                     |                                     |
| 5           | 27                 |                                      | 1                                     |                                     |
| 6           | 37                 |                                      |                                       | 1                                   |
| Other       | 15                 | 3                                    | 1                                     |                                     |

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                               | Ratio |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 0     |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | 10137                        | 1168                                | 8968                                  | 74855                  |
| <b>District</b>                                      | N/A                          | N/A                                 | 10098                                 | \$86,905               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -11.9                                 | -8.6                   |
| <b>State</b>   | N/A                          | N/A                                 | \$11,146                              | \$92,686               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -18.3                                 | -15.8                  |

## Fiscal Year 2024-25 Types of Services Funded

Rex Fortune Elementary School strategically directs its financial resources through the School Plan for Student Achievement (SPSA), operating as a Schoolwide Program\* that integrates state and federal funding to maximize the educational impact on all students. Funds, primarily derived from the state's Local Control Funding Formula (LCFF) base, as well as Supplemental and Concentration Grants, are aligned to implement a comprehensive Multi-Tiered System of Supports (MTSS). This approach

## Fiscal Year 2024-25 Types of Services Funded

ensures that funding is specifically allocated to increase or improve services for students with the greatest needs, including English Learners and low-income students, thereby targeting academic achievement and fostering an inclusive school environment as outlined in the school's goals.

A major portion of the school's budget funds critical academic services, particularly those aimed at closing identified achievement gaps in literacy and mathematics. For English Language Arts (ELA), resources are dedicated to a strong literacy program, including specialized training and materials to implement intensive 6-step phonics and morphology lessons\* (K-6th). Furthermore, a restructured master schedule is funded to guarantee dedicated "WIN" (What I Need) intervention time, which provides Tier 2 and Tier 3 support in small-group settings. In mathematics and STEAM, the school invests in innovative technology like the Roboblocky software and hardware for core instruction and intervention, alongside the annual Roboplay Competition, to promote computational thinking and address deficiencies across all math domains.

Finally, the SPSA allocates resources to cultivate a supportive and positive school climate, a core goal of the school. Services funded to enhance student well-being and a sense of belonging include staffing and operational costs for after-school clubs to boost student engagement, as well as professional learning in trauma-informed practices for staff. Funds are also used to implement the Positive Behavior Intervention and Supports (PBIS) framework, and to support a community-building focus through initiatives like a Belonging Committee\*and attendance tracking systems that actively work to reduce chronic absenteeism.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$59,170        | \$57,978                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$79,158        | \$89,612                                     |
| <b>Highest Teacher Salary</b>                        | \$110,185       | \$117,194                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$121,310       | \$143,632                                    |
| <b>Average Principal Salary (Middle)</b>             | \$130,674       | \$149,447                                    |
| <b>Average Principal Salary (High)</b>               | \$154,263       | \$162,334                                    |
| <b>Superintendent Salary</b>                         | \$280,900       | \$234,076                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 28.49%          | 27.81%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.17%           | 5.47%  |

## 2024-25 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 0                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 0                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

For the 2024 - 2025 school year:

Newly hired teachers participated in UC Davis C-STEM training focused on computer science (coding in math) and robotics.

Newly hired teachers participated in Project Lead The Way Launch (grades TK- 5th).

Teachers in grades K-5 received training on i-Ready Math personalized learning.

K-2 teachers participated in Wonders Phonics Lesson plan training.

K-6th grade newly hired teachers participated in Wonders training.

Teachers in 3rd-6th grade participated in STAR Phonics Assessment training.

All staff participated in Anti-Bias Training.

PBIS Tier 1 team training

For the 2025-2026 school year:

Unique Curriculum training for Special education teachers

PBIS training for all staff

Wonders training for newly hired teachers

Trauma informed practices training for all certificated staff

Luminous Minds Training for teachers in K-2nd grades

Project Lead The Way training for newly hired teachers in K-6th grades.

UC Davis C-STEM training focused on computer science (coding in math) and robotics for newly hired teachers in K-6th grades

Writing Scoring Calibration for 4th-6th grade teachers

Multitudes Screener training for K-2nd grade teachers

6 step Phonics and Morphology lesson training available to all teachers

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

| Subject  | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 2       | 2       | 2       |