

Rafer Johnson Junior High

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

School Name	Rafer Johnson Junior High
Street	1300 Stroud Avenue
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-1091
Principal	Melody Lee
Email Address	mlee@kesd.org
School Website	https://rjjh.kesd.org/
Grade Span	7-8
County-District-School (CDS) Code	10-62240-6108328

2025-26 District Contact Information

District Name	Kingsburg Elementary Charter School District
Phone Number	(559) 897-2331
Superintendent	Dr. Wesley Sever
Email Address	wsever@kesd.org
District Website	http://www.kesd.org

2025-26 School Description and Mission Statement

While honoring Kaizen, "What can I do better today, than yesterday" and adhering to our District's vision of "Relentless," the mission of Rafer Johnson Junior High School is to collectively teach, demonstrate, acknowledge, and provide opportunities for our core values of patience, integrity, justice, humanity, and courage to be displayed on campus and in the community by all stakeholders to create exceptional students who are curious, eager learners, responsible citizens, and to strive to be "The Best They Can Be."

SCHOOL BELIEFS

RJJH will establish high academic, personal, and behavioral expectations for ALL students. Our goal is to establish an

2025-26 School Description and Mission Statement

environment of respect, and a reputation for extra-curricular, athletic, and academic excellence as a result of reinforcing strong work ethics coupled with self-awareness, self-discipline, and self-respect.

The Staff of Rafer Johnson Junior High is committed to lifelong learning and are committed to nurturing high self-esteem and respect for others. We believe that everyone can learn, become better thinkers and independent learners. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions. We are committed to setting the precedence for teaching and learning. We encourage the qualities of honesty, respect, responsibility, and empowering students to acquire habits of effectiveness and distinction that will guide them in their future.

The goal of Rafer Johnson Junior High is to prepare our students for high school and beyond by providing a safe environment that nurtures their intellectual, physical, social and moral capacities as individuals so they can contribute to their community.

On behalf of the entire faculty and staff at Rafer Johnson, we want to welcome you to a new school year. You are an important part of the success of the Rafer team. We hope that your two years at RJJH will be challenging, rewarding and engaging.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	211
Grade 8	236
Total Enrollment	447

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
Asian	2.9
Black or African American	0.7
Hispanic or Latino	68
Two or More Races	3.4
White	24.8
English Learners	6
Homeless	1.6
Socioeconomically Disadvantaged	69.4
Students with Disabilities	8.5

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)	18.3	78.58	93.1	93.01	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.14	0.5	0.5	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	7.93	3.8	3.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	4.24	0.9	0.99	11953.1	4.28
Unknown/Incomplete/NA	1.6	7.03	1.6	1.64	15831.9	5.67
Total Teaching Positions	23.3	100	100.1	100	279044.8	100

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)	15.7	67.35	87.3	86.96	231142.4	83.24
Intern Credential Holders Properly Assigned	2.4	10.28	4.4	4.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	7.03	5.1	5.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	8.7	2	2.02	11746.9	4.23
Unknown/Incomplete/NA	1.5	6.56	1.5	1.52	14303.8	5.15
Total Teaching Positions	23.3	100	100.5	100	277698	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.

2023-24 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)	18.3	78.58	90	85.71	230039.4	100
Intern Credential Holders Properly Assigned	3.7	16.02	8.7	8.32	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.9	4.75	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	3.21	0.7	0.71	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.14	0.5	0.48	13705.8	4.91
Total Teaching Positions	23.3	100	105	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
Permits and Waivers	1.80	1.5	0
Misassignments	0.00	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	1.6	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	2	0.7
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.90	2	0.7

Class Assignments

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

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

All textbooks are adopted from the most recent State-approved list, consistent with the content of the California Frameworks, and are aligned to the California Common Core State Standards (CCSS). Each student, including English Learners, have access to his or her own textbooks to use in class and to take home as well as on their Chromebook.

Year and month in which the data were collected		September, 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync McGraw Hill Adopted 2016	0%
Mathematics	College Preparatory Math Adopted in 2014	0%
Science	Amplify Science Adopted in 2020	0%
History-Social Science	Pearson Adopted in 2019	0%

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

School Facility Conditions and Planned Improvements

Rafer Johnson Junior High School was established in 1993 and is comprised of 25 classrooms, counseling offices, a multipurpose room/cafeteria/gym, library/media center with a computer lab, one staff room, one workroom, and outdoor area, which includes an all weather track, a baseball diamond, two softball fields, basketball courts, and 4 tennis courts that can also be used for pickleball. A shade structure for an outdoor education has been installed over the quad.

Cleaning Process: Administration works daily with the custodial staff of three to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review. In accordance with best practices, our classrooms are fogged daily with a probiotic spray.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority given to emergency repairs.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

September, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ 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
English Language Arts/Literacy (grades 3-8 and 11)	52	53	47	51	47	48
Mathematics (grades 3-8 and 11)	38	34	36	37	35	37

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	439	434	98.86	1.14	53.00
Female	215	213	99.07	0.93	58.69
Male	224	221	98.66	1.34	47.51
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	297	295	99.33	0.67	48.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	93.33
White	110	108	98.18	1.82	58.33
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	52.94
Socioeconomically Disadvantaged	307	303	98.70	1.30	49.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	12.50

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
All Students	437	432	98.86	1.14	33.80
Female	214	212	99.07	0.93	32.08
Male	223	220	98.65	1.35	35.45
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	295	293	99.32	0.68	30.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	73.33
White	110	108	98.18	1.82	37.04
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	17.65
Socioeconomically Disadvantaged	307	303	98.70	1.30	31.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	3.13

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.43	18.61			30.73	32.33

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	234	232	99.15	0.85	18.97
Female	106	105	99.06	0.94	20.95
Male	128	127	99.22	0.78	17.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	152	151	99.34	0.66	17.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	62	98.41	1.59	19.35
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	8.33
Socioeconomically Disadvantaged	158	157	99.37	0.63	15.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

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 7	94.3	94.3	94.3	94.3	94.3

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

Parents and the community are considered an integral component of the education program at Rafer Johnson Junior High School. Parents participate on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Olympian Parent Club (OPC), and Music Boosters. The Olympian Parent Club has plans to be very active this year and is supportive of staff and students. Rafer Johnson Junior High School receives assistance from several local sponsors during events such as our Medalist "Reward" Days and the 8th grade promotion celebration.

Parents wanting to participate on Rafer Johnson Junior High School's leadership teams, school committees, school activities, or would like to become a volunteer, may contact the Principal, Melody Lee at (559) 897-1091. Family involvement and support play a vital role in ensuring the safety of our students and enriching their education. There are required steps to take in order to become an approved volunteer or chaperone, which includes reading and signing the Expectations and Requirements for Volunteers and Chaperones at <https://kesd.org/volunteer>. All volunteers and chaperones must complete the CA Child Abuse Mandated Reporter training (required by CA Assembly Bill 506). This online course is designed to help volunteers understand their role in recognizing and reporting child abuse. Once the training is completed, a printed or downloaded certificate showing completion will need to be submitted to the district office. A negative TB test or a completed TB Risk Assessment is required to ensure the health and safety of our school community. Please visit your healthcare provider or a local clinic to obtain this documentation. Raptor Technologies is managing our volunteer and chaperone applications. Please visit Raptor Technologies to complete the online application. This system helps us keep track of volunteer activities and ensures all necessary requirements are met. Once your application is complete and the required documents are uploaded and verified, you will be notified via email if your application has been approved. Once approved, you will be cleared to work in the classroom or be a field trip chaperone. All adults coming on any school campus must stop in the office and have their ID scanned. Then, you will be issued a name badge that you will need to wear while on campus. You will then check out at the office when you are done volunteering.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	469	460	14	3.0
Female	228	224	4	1.8
Male	241	236	10	4.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	319	313	13	4.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	0	0.0
White	116	114	1	0.9
English Learners	27	27	2	7.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	330	325	11	3.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	41	4	9.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.24	6.97	9.59	4.23	3.65	3.03	3.6	3.28	2.94

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.36	1.64	1.28	0.87	0.56	0.45	0.08	0.07	0.06

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	9.59	1.28
Female	7.02	0.88
Male	12.03	1.66
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.97	1.57
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.03	0.86
English Learners	11.11	3.70
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.82	1.52
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.63	4.88

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

Rafer Johnson Junior High School provides a safe and clean environment for students, staff, and volunteers. Student safety is a primary concern of Rafer Johnson Junior High School. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, the District Safety Committee meets to review safety issues. Key elements of the safety plan include, identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Different safety drills are held throughout the year in accordance with junior high school regulations.

Certificated teachers or classified support staff supervise students throughout the day. There is a designated area for student drop-off and pick-up in front of the school. All visitors are expected to check in at the office using our Raptor System and will wear a visitor's badge while on campus. Kingsburg Elementary Charter School District encourages volunteers in the classroom, on field trips, and with special projects. All school volunteers in direct contact with students are required to complete the volunteer application process, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and be fingerprinted.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and school site council on December 4, 2025.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	15	0
Mathematics	23	7	13	0
Science	22	12	8	0
Social Science	27	3	13	0

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	13	2
Mathematics	29	1	13	2
Science	23	11	9	
Social Science	28	1	15	

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	3	15	
Mathematics	28	1	15	
Science	22	9	11	
Social Science	28	2	13	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
Pupils to Academic Counselor	461

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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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
School Site	\$7,509	\$39	\$7,470	\$82,475
District	N/A	N/A	\$8,818	\$86,794
Percent Difference - School Site and District	N/A	N/A	1.7	4.7
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-36.2	-13.2

Fiscal Year 2024-25 Types of Services Funded

Rafer Johnson Junior High receives funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding, called "supplemental and concentration" grants based on the enrollment of high needs students (foster youth, English Learners, and low-income students). With this funding the school provides basic services, intervention services, professional development and training, mental health services, staffing to ensure student needs are being met, and technology services to support 21st century learning.

LCFF

Lottery Prop 20

ESEA (ESSA) T IV Part A

LREBG funds

Prop 28 funds

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
Beginning Teacher Salary	\$57,178	\$61,516
Mid-Range Teacher Salary	\$81,146	\$95,479
Highest Teacher Salary	\$127,697	\$125,208
Average Principal Salary (Elementary)	\$135,595	\$152,668
Average Principal Salary (Middle)	\$139,281	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$252,828	\$242,781
Percent of Budget for Teacher Salaries	24.72%	29.76%
Percent of Budget for Administrative Salaries	5.66%	5.74%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The District offers staff development days annually during which teachers are given a variety of professional growth opportunities. This year's focus is on SLOP, technology, writing across the curriculum, History, Next Generation Science Standards, Mathematics, and English.

Every Wednesday is set aside as a professional development and PLC time. In this time teachers meet in their PLC's and discuss data, techniques, and curriculum. Teachers work together with their department to create pacing guides, common formative assessments, and develop strategies for strategic instruction and reteaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff.

2025-2026

Departmentalized PD is provided to Rafer's Math, Science, History, ELA, and ELD teachers.

Ongoing Designated ELD PD is being provided to Rafer's designated ELD teacher.

All teachers will receive two half day Integrated ELD PD.

All teachers will attend a Wellness PD on November 1, 2024.

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

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