

Rafer Johnson Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Rafer Johnson Junior High School
Street	1300 Stroud Avenue
City, State, Zip	Kingsburg, CA 93631
Phone Number	(559) 897-1091
Principal	Bobby Rodriguez
Email Address	brodriguez@kesd.org
Website	http://www.kesd.org/Domain/12
County-District-School (CDS) Code	10-62240-6108328

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

School Description and Mission Statement (School Year 2019-20)

While honoring Kaizen, "What can I do better today, than yesterday" and adhering to our District's vision of "Be part of the story" the mission of Rafer Johnson Junior High School is to ensure every student will be a hero and become "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 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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	233
Grade 8	248
Total Enrollment	481

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	2.7
Filipino	0.4
Hispanic or Latino	64.9
White	30.6
Two or More Races	1.2
Socioeconomically Disadvantaged	58.6
English Learners	7.7
Students with Disabilities	8.1
Foster Youth	0.6
Homeless	7.1

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	19	18	95
Without Full Credential	4	4	6	8
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

All textbooks are adopted from the most recent State-approved list and consistent with the content of the California Frameworks. Each student, including English Learners, have access to his or her own textbooks to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync McMillan McGraw Adopted 2016	Yes	0%
Mathematics	College Preparatory Math Adopted in 2014	Yes	0%
Science	Holt, Rinehart, and Winston Adopted in 2007	Yes	0%
History-Social Science	Pearson Adopted in 2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Rafer Johnson Junior High School was established in 1993 and is comprised of 24 classrooms, two service rooms for additional classroom space and All 4 Youth Counseling, 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, three basketball courts, and 4 tennis courts that can also be used for pickle ball.

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.

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 Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	56	50	56	50	50
Mathematics (grades 3-8 and 11)	38	42	37	44	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	481	478	99.38	0.62	56.28
Male	233	231	99.14	0.86	51.52
Female	248	247	99.60	0.40	60.73
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	61.54
Filipino	--	--	--	--	--
Hispanic or Latino	311	311	100.00	0.00	49.84
Native Hawaiian or Pacific Islander					
White	149	146	97.99	2.01	67.81

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	298	298	100.00	0.00	48.99
English Learners	93	93	100.00	0.00	25.81
Students with Disabilities	43	41	95.35	4.65	12.20
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00	0.00	48.84

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	480	477	99.38	0.62	41.93
Male	232	230	99.14	0.86	41.74
Female	248	247	99.60	0.40	42.11
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Filipino	--	--	--	--	--
Hispanic or Latino	310	310	100.00	0.00	35.16
Native Hawaiian or Pacific Islander					
White	149	146	97.99	2.01	52.05
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	297	297	100.00	0.00	33.33
English Learners	93	93	100.00	0.00	20.43
Students with Disabilities	43	41	95.35	4.65	7.32
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00	0.00	25.58

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	18.9	17.5	15.8

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive 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, and Music Boosters. Rafer Johnson Junior High School also provides opportunities for parents to volunteer in classrooms and for extracurricular activities. Rafer Johnson Junior High School receives assistance from several local sponsors during events such as our annual Portfolio Day and the 8th grade promotion celebration.

Parents wanting to participate on Rafer Johnson Junior High School's leadership teams, school committees, school activities, or become a volunteer may contact Principal Bobby Rodriguez at (559) 897-1091. Volunteers must fill out a district volunteer application located on our district website at <http://www.kesd.org/domain/43>. This application along with a current TB clearance is needed to begin the process of being cleared as a site volunteer. Any volunteer that plans to be on campus for more than 10 days per month must also have a fingerprint clearance on file with the district office.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.9	7.8	3.8	4.1	3.0	1.6	3.6	3.5	3.5
Expulsions	0.0	1.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 each month in accordance with junior high school regulations.

Certificated teachers or classified aides supervise students throughout the day. There is a designated area for student drop-off and pick-up in front of the school. Visitors must register at the office and receive a visitor's pass that must be displayed at all times. 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 a District application form, 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 10, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	25	8	14	1	26	6	6	9	27	4	14	1
Mathematics	12	2			25	5	15		25	3	16	
Science	23	11	8		24	10	8	1	24	9	11	
Social Science	28		16		28	3	10	4	32		5	9

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	481.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,761	\$0	\$5,761	63938
District	N/A	N/A	\$6,348	63303
Percent Difference - School Site and District	N/A	N/A	-9.7	1.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-21.2	-18.1

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

Types of Services Funded (Fiscal Year 2018-19)

These programs and services are provided at the school either through categorical funds or other sources that support and assist student learning:

- LCFF
- Title I
- Lottery Prop 20
- ESEA (ESSA) T IV P
- CTE Career Technical Education

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,062	\$49,378
Mid-Range Teacher Salary	\$59,695	\$77,190
Highest Teacher Salary	\$93,833	\$96,607
Average Principal Salary (Elementary)	\$100,924	\$122,074
Average Principal Salary (Middle)	\$106,147	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$164,461	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	25	34	29

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 SIOP, 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 in creating pacing guides, common formative assessments, and developing 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.

2019-2020

Mathematics - 6 days (grade level meetings, in class coaching)

Science - 8 days (workshops with FCSS)

ELA/Writing - 11 days (in class coaching with TCOE)

SIOP - 2 days with Pearson/2 follow-up Wednesday afternoons

PLC - 1 day with DuFour training by Marc Johnson/5 Wednesday afternoons (District)/Staff meetings throughout the year

ELD - 1 day with TCOE

2018-2019

Writing - 2 days of professional development (workshops)

Mathematics - 8 days (grade level meetings, in class coaching with FCSS)

Science - 8 days (workshops with FCSS)

History - 4 days (department meetings with FCSS)

ELA - 8 days (department meetings, in class coaching with TCOE)

SIOP - 2 days with Pearson

PLC - 2 days with DuFour training by Marc Johnson/5 Wednesday afternoons (District)/Staff meetings throughout the year

2017-2018

Writing - 1 day of professional development (workshops)

Mathematics - 5 days (College Preparatory Mathematics training/in class coaching with FCSS)

Science - 8 days (workshops with FCSS)

History - 1 day FCSS

ELA - 8 days with TCOE (in class coaching/observations)

SIOP - 2 days with Pearson

PLC - 5 Wednesday afternoons (District)/Staff meetings throughout the year

2016-2017

Mathematics - 4 days with FCSS (in class coaching)

Science - 8 days (workshops with FCSS)

ELA - 8 days (department meetings, in class coaching with TCOE)

SIOP - 2 days with Pearson

PLC - 5 Wednesday afternoons (District)/Staff meetings throughout the year