

Agnes J. Johnson Charter 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

School Name	Agnes J. Johnson Charter School
Street	73 School Rd
City, State, Zip	Weott, CA , 95571-0280
Phone Number	(707) 946-2347
Principal	Mary Halstead, Executive Director
Email Address	admin@ajjcharter.com
School Website	http://ajjcharter.com
Grade Span	K-12
County-District-School (CDS) Code	12101246008221

2025-26 District Contact Information

District Name	Agnes J. Johnson Charter School
Phone Number	(707) 445-7000
Superintendent	Davies-Hughes, Michael
Email Address	superintendent@hcoe.org
District Website	https://hcoe.org/hcoenet/

2025-26 School Description and Mission Statement

Agnes J. Johnson Charter School, known as "AJJCS," is a public, tuition-free, charter school authorized by the Humboldt County Board of Education to serve students in grades TK-12.

AJJCS is located in the northwestern portion of the Southern Humboldt Joint Unified School District. The school community is in a mountainous, rural area along the Eel River. The Charter School is north of the district office in Miranda. The Charter School serves students of the surrounding communities including Weott, Myers Flat, and Miranda.

Agnes J. Johnson School has always had very active parent and community involvement. The threat of school closure

2025-26 School Description and Mission Statement

encouraged a very dedicated group of parents to propose the opening of a Charter School. This Charter School is the work of dedicated team players who served the school community as the Founding Board of the Agnes J. Johnson Charter School. AJJCS serves students in TK - 8 in a classroom-based model and serves fewer than 20% of the entire school population in grades 9-12 in an independent study model.

We are dedicated to serving TK-12 students at AJJCS by providing a strong educational experience with rigorous core content including art, agriculture, animal husbandry, creativity and civic responsibility with high expectations, inclusive environment, familial support, and various innovative learning opportunities all meeting the State Standards. Students will emerge self-sufficient individuals capable of self-expression, effective communication, problem solving, and critical thinking skills with ability to succeed amidst the challenges of our changing world.

AJJCS believes that by offering an independent study program for high school, parents who have chosen to homeschool or go outside the county for independent study programs will choose AJJCS's independent study program where the students will be a part of a school community and have access to social interactions with peers and support in rigorous academics, rural agricultural preservation and civic responsibility.

Mission

Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

Vision

Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.

Core Values

Environment -AJJCS provides an ecologically conscious, multi-cultural, creative, and meaningfully rigorous education provided in a small, positive, and peaceful school environment.

Hands-On -AJJCS encourages students to learn by doing through environmental exploration and outdoor learning.

Sustainability -AJJCS practices and promotes organic gardening, farm to table, solar power, composting and recycling to ingrain the power of a sustainable future.

Mindfulness -AJJCS practices and promotes mindfulness or the mental state achieved by focusing one's awareness on the present moment which supports student health, cognition, attention and emotions.

Service Learning -AJJCS guides students in projects supporting local and nonprofit organizations that support our ideals to provide opportunities for our students to contribute designed to affect change in our community and across our country.

Life-long Learning -AJJCS incorporates curriculum and lifestyle activities in every classroom. AJJCS incorporates the knowledge and experience of our core values into of every child's education to develop a lifelong love for learning.

Local Farming -AJJCS is connected to our region and will inspire students to work the land, run a business and provide enriching and sustainability-conscious products and services.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	15
Grade 1	12
Grade 2	5
Grade 3	6
Grade 4	7
Grade 5	16
Grade 6	5
Grade 7	12
Grade 8	11
Grade 9	1
Grade 12	1
Total Enrollment	91

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.7
Male	46.2
Non-Binary	1.1
American Indian or Alaska Native	1.1
Black or African American	1.1
Hispanic or Latino	15.4
Two or More Races	3.3
White	78
English Learners	2.2
Foster Youth	1.1
Homeless	2.2
Socioeconomically Disadvantaged	74.7
Students with Disabilities	14.3

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)	2.7	61.56	43.7	65.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	22.22	2.9	4.44	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	16	11.6	17.26	11953.1	4.28
Unknown/Incomplete/NA	0	0	8.9	13.26	15831.9	5.67
Total Teaching Positions	4.5	100	67.3	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)	4.1	69.83	47.9	70.91	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	16.67	3.3	4.91	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	13.33	11.9	17.61	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.4	6.55	14303.8	5.15
Total Teaching Positions	6	100	67.6	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)	4	57.14	43.3	68.67	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	3.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	28.57	2	3.17	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.3	17.91	12112.8	4.34
Unknown/Incomplete/NA	1	14.29	4.4	7.08	13705.8	4.91
Total Teaching Positions	7	100	63.1	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
Permits and Waivers	0.00	0	0
Misassignments	1.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	2

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	0.00	0	0
Local Assignment Options	0.70	0.8	0
Total Out-of-Field Teachers	0.70	0.8	0

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)	50		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	0	50

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

This section describes whether the textbooks and instructional materials used at the Charter School are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the Charter School's use of any supplemental curriculum or non-adopted textbooks or instructional materials. 100% of students have sufficient textbooks and instructional materials which are aligned to the CA Common Core Standards.

Year and month in which the data were collected

August 2024

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	K-6: Cengage, National Geographic, and Reach 7-8: Pearson, Saavas, myPerspectives 9-12: Accelerate Learning	0.0
Mathematics	K-6: Houghton Mifflin Harcourt, Go Math! 7-8: Houghton Mifflin Harcourt, CA Go Math! 9-12: Accelerate Learning	0.0
Science	K-6: Cengage, National Geographic, Exploring Science, Mystery Science 7-8: Pearson, Elevate Science for Middle Grades 9-12: Accelerate Learning	0.0
History-Social Science	K-5: Pearson, California History/Social Science, myWorld, Interactive 6: Pearson, myWorld, Interactive World Geography 7: Pearson, myWorld, Interactive American History 8: Pearson, myWorld, Interactive American History 9-12: Accelerate Learning	0.0

Foreign Language	9-12: Accelerate Learning: Spanish Introductory Courses based on World Language Content Standards (2009)	0.0
Health	Based on Health Framework for CA Public Schools and Based on Physical Education Framework for CA Public Schools 9-12: Accelerate Learning	0.0
Visual and Performing Arts	Based on Visual and Performing Arts Framework 9-12: Accelerate Learning	0.0
Science Laboratory Equipment (grades 9-12)	9-12: Accelerate Learning	0.0

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

School Facility Conditions and Planned Improvements				
<p>Agnes J. Johnson Charter School is a conversion Charter School, and it uses the facility owned by Southern Humboldt Joint Unified School District as per the Facilities Use Agreement. The facility is dated but in good repair. The facility has seven classrooms, one library/computer lab, one office, one staff lounge, one multipurpose room (cafeteria and gym), a kindergarten playground, a large outdoor space with fields, basketball courts, blacktop, outdoor eating, and field.</p>				
Year and month of the most recent FIT report			January 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		The roof needs to be replaced; but, minor repairs and patches have and will continue to take place to prevent leaks or structural damage. The Facility Use Agreement indicates that the facility owner will not repair or replace the roof.
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)	46	51	43	41	47	48
Mathematics (grades 3-8 and 11)	35	22	32	30	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

2025 School Accountability Report Card

Page 10 of 22

Agnes J. Johnson Charter School

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	56	55	98.21	1.79	50.91
Female	31	30	96.77	3.23	63.33
Male	24	24	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	53.66
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.50	2.50	43.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	56	55	98.21	1.79	21.82
Female	31	30	96.77	3.23	26.67
Male	24	24	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	24.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.50	2.50	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	47.06	39.13	4.69	7.41	30.73	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	24	23	95.83	4.17	39.13
Female	15	14	93.33	6.67	42.86
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	44.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	46.15
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%
Grade 7	100%	100%	100%	100%	100%
Grade 9	N/A	N/A	N/A	N/A	N/A

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
<p>Agnes J. Johnson Charter School aims to provide all students at the school significant opportunity to receive a high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). AJJCS staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. We encourage all parents and guardians to serve as active participants in their child's learning by working as partners with teachers and staff. Families are encouraged to attend school events, to chaperone a field trip, to volunteer in the classroom or for an event, to serve on a committee, to attend a workshop, and to donate items to the classroom.</p> <p>Families who contribute time to the Charter School explicitly demonstrate to our students that they value education. Families also have more input in the school programs offered to the students. Parents are strongly encouraged to contribute by participating and volunteering 30 hours per year. AJJCS will provide many opportunities for parents to volunteer in ways which reflect their own skills, interests, and talents, as well as taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school. The involvement of parents and families ensures that students, educators and parents partner together to make the school a safe, nurturing and inclusive community. No child will be excluded from AJJCS activities due to the failure of their parent or legal guardian to fulfill the encouraged 30 hours of annual participation. Parent involvement is not a requirement for acceptance to, or continued enrollment at the Charter School.</p> <p>Parents, students, teachers and staff will participate and collaborate with AJJCS through direct partnerships and meetings as well as through the AJJCS School Site Council.. The purpose of the SSC. is to bring parents, teachers and staff together to accomplish goals that will enhance our school for the benefit of the children's needs and to provide information on the school's programs through the LCAP. The SSC serves on a volunteer basis, to encourage and coordinate parent involvement and advising the SHCS Board of Directors on any and all matters related to the strengthening of the Charter School community. Parents serve on the SHCS Board of Directors. Parent participation plays a vital role in the effectiveness of the AJJCS. Parents can learn more about how to participate in these programs by emailing admin@ajjcharter.com.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	104	100	54	54.0
Female	58	55	33	60.0
Male	45	44	20	45.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	8	53.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	82	78	45	57.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	84	81	45	55.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	22	19	11	57.9

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
0.89	1.01	0.96	2.31	1.89	0.95	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
0	0	0	0	0	0	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	0.96	0.00
Female	1.72	0.00
Male	0.00	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.19	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

Comprehensive School Safety Plan
A Comprehensive School Safety Plan helps to ensure a safe school environment, thereby enhancing the learning experience and improving student academic achievement. This plan is implemented to protect the safety of students and staff and to provide emergency preparedness and guidelines. The Comprehensive School Safety Plan is updated and reviewed annually to ensure the protection of students, staff, and the school. Students and staff practice earthquake preparedness drills, fire drills, and shelter in place drills monthly. All staff members have access to the plan and annually attend in-service days regarding school site safety policies. The AJJCS staff was trained on the Safety Plan by February 7, 2024. The School Safety Plan was approved by the Board of Directors on December 13, 2024, and will be approved again as required by Education Code.

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Procedures for safe ingress and egress of pupils, parents/guardians, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents
- If the comprehensive school safety plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, procedures that comply with Section 32282(a)(2)(K)(i)-(iv)
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

Emergency Preparedness
AJJCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

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
K	5	2	0	0
1	8	1	0	0
2	6	1	0	0
3	13	1	0	0
4	9	1	0	0
5	3	1	0	0
6	16	1	0	0
Other	0	0	0	0

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	10	1	0	0
1	5	1	0	0
2	8	1	0	0
3	5	1	0	0
4	18	1	0	0
5	7	1	0	0
6	9	1	0	0
Other	0	0	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	5	1		
1	12	1		
2	5	1		
3	6	1		
4	7	1		
5	16	1		
6	5	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	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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
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	\$19,036.33	\$9,037.04	\$9,999.28	\$52,105.68
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-10.8	

Fiscal Year 2024-25 Types of Services Funded

The Charter School receives restricted and unrestricted funds from federal sources, state sources, and local sources. The restricted Federal funds come from Title I, Title II, and Title IV and Special Education and the restricted state funds come from the LCFF Supplemental and Concentration Grant and Special Education. The restricted funds support activities which are specifically developed to meet the goals of socioeconomically disadvantaged students, English Learners, Homeless Youth, and/or Foster Youth. The Charter School has allocated these funds for professional development to support Professional Learning Communities, Administrative PD and Coaching, Instructional Strategies PD, Instructional Assistants, After-School Program and Summer School, Instructional Assistant Training, Intervention Instructional Assistant Training, Intervention Instructional Materials, Alternatives to Suspension, School Counselor, School Supplies, Sports, and Enrichment Classes. The Charter School provides two nutritional meals per day and technology equipment. The Charter School is dedicated to meeting the needs of all students especially students with disabilities which includes teachers, staff, instructional materials, and designated instructional services as identified in the students' individual educational plan.

The Charter School receives unrestricted state funds from LCFF Base Funding and other state and local funds. The Charter School effectively staffs the organization, ensures every student has textbooks and supplemental instructional materials, established school policies and procedures, and provides a safe, clean building for students to learn. The Charter School provides PBIS strategies, parent education, technology services. The Charter School supplies teachers, staff, and students with supplies to meet their goals. Additionally, the Charter School provides tutoring and expanded learning opportunities through the after-school program and the summer program.

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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Agnes J. Johnson Charter School is committed to staff development and continuous improvement. Each year, the teachers and staff attend professional development opportunities provided. The general education teachers and special education teachers collaborate in Professional Learning Communities. Teachers receive professional development on the most effective instructional strategies, trauma-informed instruction, essential standards, approach to literacy, SSPT and SPED process and requirements strategies for English Learners, monitoring English Learners and Reclassified Fluent English Proficient students (if any EL students), accommodations for students with disabilities, types of formative and summative assessments, data analysis and lesson planning, Response to Intervention, technology, and social emotional learning. All staff are trained on Positive Behavior Interventions and Supports and health and safety protocols.

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	6	6	