

2009-10

SCHOOL ACCOUNTABILITY REPORT CARD



Julian Charter School



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I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Julian Charter School (JCS) is an independent study K-12 charter school sponsored by the Julian Union (Elementary) School District. The school was established in November 1999 to meet the needs of students who were underserved by traditional delivery systems of education or for families who had a strong desire to home school. The school serves students in Orange, Imperial, Riverside, and San Diego counties with the majority of the students clustered in San Diego and Riverside counties.

As of 2000, Julian Charter School is a non-profit corporation and, as such, receives direct funding from the state. Administrative offices are housed on the Julian Junior High School campus in the town of Julian in the mountains of northeast San Diego County.

The school offers a variety of programs and resources to meet the needs of home study/independent study families including: resource and meeting center, learning centers, academy program at various sites, and support programs. The school is accredited through the Western Association of Schools and Colleges (WASC).

Julian Charter School's mission is to provide an exemplary personalized learning program in a resource-rich environment. We are dedicated to nurturing passionate lifelong learners. Core values include:

- Creativity and Innovation: Envision and explore rich teaching and learning opportunities.
- Commitment: Educate students to their full potential and uphold the greater good of the school.
- Choice: Empower individual paths and goals through personalized learning.
- Excellence: Foster a climate of high expectations, quality, and accountability.
- Integrity and Compassion: Model honesty, dignity, fairness, and responsibility while demonstrating respect and understanding.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Julian Charter School parents are actively involved in the Julian Charter School program. Examples of involvement include participation in the daily teaching of their children, opportunities to serve on the Advisory Council or Board, accompanying students on field trips, monthly meetings with an educational facilitator, and schoolwide (or geographically situated) meetings and events throughout the year. In addition, parents are invited to participate in professional development programs, service learning, and other workshops and seminars offered by the school. Communication mechanisms include meetings with facilitators, coordinators, and teachers; newsletters; event and opportunity flyers; wikis and blogs; e-mail; JCS Online; and the JCS web site.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	133
Grade 1	131
Grade 2	136
Grade 3	131
Grade 4	149
Grade 5	152
Grade 6	144
Grade 7	169
Grade 8	167
Grade 9	201
Grade 10	220
Grade 11	185
Grade 12	195
Total Enrollment	2113

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.54	White	68.34
American Indian or Alaska Native	3.88	Two or More Races	-
Asian	3.12	Socioeconomically Disadvantaged	7
Filipino	1.04	English Learners	-
Hispanic or Latino	18.69	Students with Disabilities	10
Native Hawaiian/Pacific Islander	0.33		

Average Class Size and Class Size Distribution

Julian Charter School is an independent study program and, as such, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom) are determined by the type of program the student is enrolled in.

- Home study students are assigned an Educational Facilitator who oversees each student's one-to-one personalized learning program.
- Students enrolled in an academy program have less than 30 students in a homeroom class or subject-specific course.
- Students who participate in other home-based program options or course offerings have less than 20 students in the various instructional settings provided (e.g., online courses, INSITE, learning center core and enrichment classes, and community-based learning opportunities).

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Due to the nature of Julian Charter School's program, students are taught primarily in the home. As such, JCS has not had a problem with student safety.

The school provides campuses (meeting/resource center and learning centers/academies) which are safe, orderly, and support student learning.

With the expansion of site-based programs and expanded learning center opportunities, Julian Charter School has a school/schoolwide safety plan that includes site-based policies and expectations.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Julian Charter School has meeting/learning centers that offer academic and enrichment classes for JCS students. Two of the sites also provide space for student meetings, offer scheduled tutorial sessions, and serve as a venue for other student, parent, or staff interactions. These sites include the San Diego Learning Center, the Murrieta Meeting Center, and an additional learning center located in Temecula. In addition to the learning centers, the school has eight academies interspersed throughout our primary attendance areas: San Diego, Murrieta, Temecula, Pine Valley, Alpine, and Encinitas. The JCS Meeting Center and the San Diego site, besides serving as academic centers, are used for professional development meetings, testing, and resource, special education and language services. The Resource Center, part of the Murrieta site, houses our collection of educational materials. Administrative facilities are located on the site of our sponsoring district. All the facilities are leased, safe, clean, and in good repair.

School Facility Good Repair Status. (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District 2009-10
	2007-08	2008-09	2009-10	
Teachers with Full Credential	124	131	127	N/A
Teachers without Full Credential	3	0	0	
Teachers Teaching Outside Subject Area of Competence	N/A	N/A	N/A	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	N/A	N/A	N/A
Total Teacher Misassignments	N/A	N/A	N/A
Vacant Teacher Positions	N/A	N/A	N/A

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA). More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	830
Counselor (Social/Behavioral or Career Development)	-	N/A
Library Media Teacher/Paraprofessional	-	N/A
Psychologist	0.1	N/A
Social Worker	-	N/A
Nurse	-	N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist (non-teaching)	-	N/A
Other	-	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

In compliance with the William's settlement, Julian Charter School provides a uniform complaint process for complaints regarding insufficient instructional materials, unsafe or unhealthy facility conditions, and teacher vacancies and misassignments. The school is in full compliance with all charter school requirements and has had no complaints filed.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Standards-aligned texts available for all students.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.
Mathematics	Standards-aligned texts available for all students.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.
Science	Standards-aligned texts available for all students.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.
History-Social Science	Standards-aligned texts available for all students.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.
Foreign Language	Standards-aligned texts available for all students.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.
Health	Standards-aligned texts available for all students.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment available for all high school labs.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.
Visual and Performing Arts	Standards-aligned texts available for all students.	0	Instructional choices or required texts listed on each grade level's Curriculum Order Form.

High quality instructional materials and curricula are available for all students at all grade levels. Materials are updated and replaced, as needed. Standards-aligned textbooks and other instructional materials are stocked in the Resource Center and, as needed, available through special order. The K-8 program has extensive flexibility to work with instructional materials that optimize learning and teaching for the student and family, while the high school program has recommended, and in some cases required, materials for core and elective coursework. In science, appropriate standards aligned take-home science kits and site-based labs are available for all students not taking the science course in a classroom. The school does not strictly adhere to the state's textbook adoption cycle.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,830.00	-	\$5,830.00	\$49,062.00
District	-	-	\$14,817.04	\$71,177.00
Percent Difference – School Site and District	-	-	-0.60	-0.31
State	-	-	\$5,681.00	\$57,352.00
Percent Difference – School Site and State	-	-	0.3	-0.14

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

All services are supported through the school's general budget, which includes charter school block funding. Special programs include learning center classes, academy program, tutoring, eClubs, independent study, vendor course instruction, JCS Online learning management system, high school specialists, portfolio program, personalized learning (includes options for curricula, pacing, pedagogy, program placement or blended services), service learning, intramural sports, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success such as student academic counseling, speech therapy, special education and resource specialist services, Student Study Team (SST), Safety Net (SN) and CAHSEE intensive intervention services.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	Julian Union District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,843	\$38,905
Mid-Range Teacher Salary	\$70,183	\$56,504
Highest Teacher Salary	\$85,954	\$71,750
Average Principal Salary (Elementary)	\$96,766	\$92,053
Average Principal Salary (Middle)	-	\$95,666
Average Principal Salary (High)	-	\$94,401
Superintendent Salary	\$162,399	\$111,055
Percent of Budget for Teacher Salaries	-	37.20%
Percent of Budget for Administrative Salaries	-	6.60%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	54	58	60	54	59	60	46	50	52
Mathematics	35	37	41	38	40	44	43	46	48
Science	45	49	55	48	51	57	46	50	54
History-Social Science	31	38	38	32	39	39	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Groups	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students at the School	60	41	55	38
Male	56	44	57	44
Female	64	39	54	34
Black or African American	47	28	36	47
American Indian or Alaska Native	48	33	55	35
Asian	79	74	-	45
Filipino	73	53	*	*
Hispanic or Latino	49	29	41	16
White	64	45	60	45
Socioeconomically Disadvantaged	51	29	53	31
English Learners	-	-	-	*
Students with Disabilities	42	36	28	12

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	2007-08			2008-09			2009-10		
	School	District	State	School	District	State	School	District	State
English-Language Arts	63.9	*	52.9	63.9	*	52.9	70.3	*	54
Mathematics	54.4	*	51.3	54.4	*	51.3	57	*	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students at the School	29.7	28.5	41.8	43	42.4	14.5
Male	40.5	26.6	32.9	43.6	37.2	19.2
Female	19.8	30.2	50	42.5	47.1	10.3
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	26.7	40	33.3	50	40	10
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	30.2	25.9	44	40.9	42.6	16.5
Two or More Races						
Socioeconomically Disadvantaged	43.8	25	31.2	62.5	31.2	6.2
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	TBA	TBA	TBA
7	TBA	TBA	TBA
9	TBA	TBA	TBA

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	7	8	4
Similar Schools	10	10	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.
Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	35	7	21
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	15	7	51
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	36	7	19
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	47	5	28
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group - 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	791	825	767
Black or African American	N/A	N/A	685
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	889
Filipino	N/A	N/A	851
Hispanic or Latino	757	760	715
Native Hawaiian or Pacific Islander	N/A	N/A	754
White	803	866	838
Two or More Races	N/A	N/A	807
Socioeconomically Disadvantaged	750	778	712
English Learners	N/A	725	691
Students with Disabilities	614	N/A	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	N/A

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	8	13	5	8	13	5	4	4	4.5
Graduation Rate	87	76	72.9	-	-	-	81	80	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	91	-	-
Black or African American	-	-	-
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic or Latino	-	-	-
Native Hawaiian/Pacific Islander	-	-	-
White	89	-	-
Socioeconomically Disadvantaged	100	-	-
English Learners	-	-	-
Students with Disabilities	54	-	-
Two or More Races	-	-	-

Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

In lieu of or until a Career Technical Education Program is implemented at Julian Charter School, students may participate in a state-approved Work Experience Education program (WEE) where students gain skills and knowledge in job-related topics while being employed.

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	35
Graduates Who Completed All Courses Required for UC/CSU Admission	28

Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	N/A

JCS does not offer Advanced Placement (AP) courses, but students may take the examination without participating in the course(s).

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Julian Charter School hosts professional development days throughout the school year, approximately every four weeks. These sessions are focused on school policy, student achievement, curriculum, teaching and learning strategies, technology support and training, and self-selected professional learning communities. Parents are invited to attend professional development day trainings and events such as the Curriculum Expo, Q Meetings, and hands-on science workshops provide additional opportunities for teacher and parent professional development. Each successive year, the number and quality of in-school professional development offerings increases.