

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Julian Charter School	<b>District Name</b>	Julian Union Elementary
<b>Street</b>	P.O. Box 2470 1704 Cape Horn	<b>Phone Number</b>	(760) 765-0661
<b>City, State, Zip</b>	Julian, CA 92036	<b>Web Site</b>	<a href="http://www.sdcoe.k12.ca.us/districts/julianel">http://www.sdcoe.k12.ca.us/districts/julianel</a>
<b>Phone Number</b>	(760) 765-3847	<b>Superintendent</b>	C. Kevin Ogden
<b>Ex. Director</b>	Jennifer Cauzza	<b>E-mail Address</b>	kogden@sdcoe.net
<b>E-mail Address</b>	jcauzza@juliancharter school.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

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 who had a strong desire to home school. The school, prior to becoming an independent charter school, was operated by a management company.

The school serves students in Orange, Imperial, Riverside, and San Diego Counties.

In 2000, Julian Charter School became a non-profit corporation and, as such, began receiving direct funding from the state. With this step, the school has established operational independence that has led to the strengthening and expansion of the instructional program, a more highly refined high school program, and the development of business services, human resources, and other needed support and service departments within JCS. Administrative offices are housed on the Julian Junior High School campus in the town of Julian in the mountains of northeast San Diego County.

**Julian Charter School Mission:** 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.

**Vision Statement:** JCS—the right choice for personalized learning

**Core Values:**

Creativity and Innovation: Envision and explore rich teaching and learning opportunities.

Commitment: Educate each student 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.

**WASC Accreditation**—Julian Charter School is proud to have a fully accredited high school program through the Western Association of Schools and Colleges (WASC).

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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, accompanying students on field trips, monthly meetings with an educational facilitator, and schoolwide meetings throughout the year. Parents are an integral part of all JCS professional development programs and participate in the Home Grown Learning Fair and other workshops and seminars offered by the school. Communication mechanisms include newsletters, email, and the JCS web site.

### Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	83	Grade 8	157
Grade 1	87	Ungraded Elementary	0
Grade 2	96	Grade 9	154
Grade 3	102	Grade 10	164
Grade 4	112	Grade 11	149
Grade 5	107	Grade 12	128
Grade 6	129	Ungraded Secondary	0
Grade 7	133	Total Enrollment	1601

### Student Enrollment by Group

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
African American	4.9	White (not Hispanic)	72.0
American Indian or Alaska Native	2.4	Multiple or No Response	1.7
Asian	1.8	Socioeconomically Disadvantaged	12.9
Filipino	1.7	English Learners	0.0
Hispanic or Latino	14.7	Students with Disabilities	8.0
Pacific Islander	0.8	---	---

## II. School Climate

### School Safety Plan

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.

When students attend site-based classes at our various learning centers or when students attend tutoring or receive services at a JCS facility, there is a formal discipline plan in place. All families that enroll in Julian Charter School are required to review and sign that they understand the rules of the discipline plan.

With the expansion of site-based programs and expanded learning center opportunities, Julian Charter School is in the process of developing a school/schoolwide safety plan.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Julian Charter School has a variety of student-centered programs to improve student learning. Our various site-based learning center programs offer students the opportunity to attend academic and enrichment classes in a positive learning environment. The Academic Counselor meets with and supports students throughout the year. Field trips and Vendor Course Instructor programs offer students the chance to engage with other students in a variety of settings and through topics that promote learning and stimulate enthusiasm. The Student Study Team and Safety Net Team are organized to continually evaluate and meet the individual needs of our students. Every year, the school works to create additional support programs aimed at promoting a positive and supportive learning environment.

### 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	0	0	0	41	16	23
<b>Expulsions</b>	0	0	0	0	0	0

## III. School Facilities

### School Facility Conditions and Improvements

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

Julian Charter School currently runs two major learning centers that offer academic and enrichment classes for our students. The San Diego Learning Center, located in the heart of San Diego, is available for classes, tutoring, meetings, and enrichment activities. The Murrieta Learning Center, our most developed program, supports hundreds of students on a daily basis. We also run a smaller satellite center in Orange County. In addition to the learning centers, the school has five academies interspersed throughout our primary attendance areas. Both the San Diego and Murrieta Academies are co-located with the respective learning centers. Other Academies are located in Pine Valley, Alpine, and North County. The JCS Meeting Center, used for professional development meetings, testing, special education, language services, and parent meetings, is located in a fast-growing, newly developed area of Murrieta. The 7200 square foot Resource Center houses our vast collection of educational materials. The JCS Main Office is

located on the site of our sponsoring district. All the facilities are safe, clean, and well kept. Work is currently underway on the future site of the North County Academy. Renovations are expected to be completed in time for the fall 2007-2008 semester.

### School Facility Conditions Good Repair Status

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

\*\* All Sites Are in Good Repair \*\*

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	N/A		

## IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	03-04	04-05	05-06	05-06
With Full Credential	73	90	98	24
Without Full Credential	10	9	11	0
Teaching Outside Subject Area of Competence	---	---	---	---

### 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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	---	---	---
Total Teacher Misassignments	---	---	---
Vacant Teacher Positions	---	---	---

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	86.2	13.8
<b>District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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 substitute teacher availability.

When students attend site-based classes at our various learning centers and academies, provisions are in place to ensure that the school's instructional program is not compromised due to teacher absences. Coverage of classes is handled in one of three ways: 1) Rescheduling of class meeting time/date, 2) Arranging for another teacher to cover the class, and 3) Arranging for the Site Coordinator to teach the class. Substitute teachers are all currently employed Julian Charter School teachers.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Julian Charter School is committed to an ongoing and constructive evaluation process that takes place annually in an atmosphere of mutual trust and respect. The process is designed to encourage cooperative goal setting using the Professional Improvement Plan (PIP). Teachers and administrators write goals that reflect school priorities and professional growth needs and interests. The result of the evaluation process is improved learning and further development of the capabilities of each teacher.

The director and assistant directors receive an informal evaluation of performance from each staff member. The assistant director's formal evaluation is completed by the director while the director receives a formal evaluation from the JCS governing board.

## V. Support Staff

### Academic Counselors and Other Support Staff

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	1.0	600
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	4.0	---
Psychologist	1.25	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	2.25	---
Resource Specialist (non-teaching)	3.0	---
Other	.505	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	High quality instructional materials and curriculum 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 are available for all students not taking the science course in a classroom setting.	0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Science Laboratory Equipment (grades 9-12)		0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and 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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,250	0	\$4,743	\$45,000
District	\$10,369	\$4,641	\$5,728	\$61,134
Percent Difference - School Site and District	51%	100%	83%	74%
State	---	---	\$4,743	\$52,375
Percent Difference - School Site and State	---	---	0%	86%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

All services are supported through the general budget, which includes charter school block funding. No supplemental funding is received.

The school provides programs and services designed to ensure that all students are provided opportunities for success. Four times a year, each teacher/EF meets with the Safety Net (SN) team to discuss student well-being and academic progress. Interventions are suggested, as needed, and can include:

- Safety Net Resource Materials
- Alternative Teaching Strategies
- Alternative Curriculum
- Alternative Program Placement
- Field Trips
- Student Activities
- English-Language Arts Tutoring
- Counseling
- Mathematics Tutoring
- Block Scheduling
- UROK
- Vendor Course Instructors
- Language Assistance
- Speech Therapy
- Special Education

Outside support services are available, as needed.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,000	\$35,546
Mid-Range Teacher Salary		\$51,472
Highest Teacher Salary	\$72,970	\$62,511
Average Principal Salary (Elementary)	\$96,000	\$78,512
Average Principal Salary (Middle)	\$77,000	\$82,123
Average Principal Salary (High)		\$64,642
Superintendent Salary	\$116,000	\$94,827
Percent of Budget for Teacher Salaries	34.2	38.9
Percent of Budget for Administrative Salaries	6.2	6.4

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	48	48	48	48	49	48	36	40	42
Mathematics	26	31	31	32	38	34	34	38	40
Science	31	37	33	36	39	36	25	27	35
History-Social Science	30	25	26	33	27	26	29	32	33

### CST 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	38	20	12	5
American Indian or Alaska Native	30	28	31	15
Asian	60	47	*	*
Filipino	64	43	*	*
Hispanic or Latino	37	19	26	25
Pacific Islander	23	0	*	*
White (Not Hispanic)	51	34	36	27
Male	42	30	34	29
Female	53	32	33	22
Economically Disadvantaged	29	18	18	15
English Learners	*	*	*	*
Students with Disabilities	16	14	13	10
Students Receiving Migrant Education Services	---	---	---	---

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at

<http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	60	56	59	60	53	58	43	41	42
Mathematics	49	48	49	52	52	52	51	52	53

### NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	45	36
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	51	31
Pacific Islander	*	*
White (not Hispanic)	60	54
Male	50	44
Female	66	53
Economically Disadvantaged	45	32
English Learners	---	---
Students with Disabilities	*	*
Students Receiving Migrant Education Services	---	---

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	13.5
7	15.3
9	8.6

## IX. 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
<b>Statewide</b>	4	5	4
<b>Similar Schools</b>	1	1	6

#### API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
<b>All Students at the School</b>	17	13	-5	717
<b>African American</b>	---	---	---	---
<b>American Indian or Alaska Native</b>	---	---	---	---
<b>Asian</b>	---	---	---	---
<b>Filipino</b>	---	---	---	---
<b>Hispanic or Latino</b>	---	---	-19	660
<b>Pacific Islander</b>	---	---	---	---
<b>White (not Hispanic)</b>	10	17	-5	730
<b>Socioeconomically Disadvantaged</b>	---	---	---	---
<b>English Learners</b>	---	---	---	---
<b>Students with Disabilities</b>	---	---	---	---

#### Adequate Yearly Progress

The federal NCLB 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 English-language arts (ELA) and mathematics
- API as an additional indicator
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

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 AYP criteria.

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

## X. School Completion and Postsecondary Preparation

### 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 comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.3	1.1	0.0	0.3	1.1	0.0	3.2	3.3	3.1
Graduation Rate	88.2	84.1	85.0	N/A	N/A	N/A	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	98%	---	---
African American	100%	---	---
American Indian or Alaska Native	N/A	---	---
Asian	N/A	---	---
Filipino	N/A	---	---
Hispanic or Latino	100%	---	---
Pacific Islander	N/A	---	---
White (not Hispanic)	98%	---	---
Socioeconomically Disadvantaged	N/A	---	---
English Learners	N/A	---	---
Students with Disabilities	N/A	---	---

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Julian Charter School offers a state-approved Work Experience Education program where our students can gain skills and knowledge in job-related topics while being employed.

## Courses for University of California and/or California State University Admission

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 and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	65%
Graduates Who Completed All Courses Required for UC/CSU Admission	15%

## Advanced Placement Courses

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Julian Charter School does not offer Advanced Placement and International Baccalaureate courses. Instead, we encourage our students to participate in college transferable courses at local community colleges. In addition, we offer our students the opportunity to participate in AP testing upon request. With a passing grade on the exam, an AP designation is noted on the transcript.

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Currently, Julian Charter School does not provide a formal test preparation program for our high school students. JCS is working to begin offering these support programs in the near future.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	---	14.1	13.3
Average Verbal Score	---	579	583
Average Math Score	---	560	543
Average Writing Score	---	---	561

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

It is the teacher's responsibility to oversee the education of students. The teacher is in charge of meeting with the student and family at least once every 20 days. During this meeting, they are responsible for providing educational materials, making assignments, reviewing student work, assessing the student, and providing the parent with educational support. To maintain program coordination, instruct on and implement policy/program adjustments, provide ongoing staff development, and work on schoolwide goals, teachers meet monthly for staff meetings. School leadership is provided by the school's director and supported by a leadership team comprised of assistant directors and program coordinators. Staff and parents participate in an advisory role through the Advisory Council. Annual teacher, student, and parent surveys have confirmed staff and community satisfaction with instructional materials and leadership and guide the school in our improvement efforts.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Julian Charter School hosts staff development days throughout the school year. These sessions are focused on school policy, student achievement, curriculum, and teaching and learning strategies. Parents are invited to attend professional development day trainings and the Home Grown Learning Fair provides an additional opportunity for teacher and parent professional development. Each successive year, the number and quality of in-school professional development offerings increases.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,400	50,400
2	50,400	50,400
3	50,400	50,400
4	54,000	54,000
5	54,000	54,000
6	54,000	54,000
7	54,000	54,000
8	54,000	54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
According to the Julian Charter School charter, we are required to offer 175 instructional days.		
9	178	180 days
10	178	180 days
11	178	180 days
12	178	180 days

### Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Not applicable. No minimum days are designated on the school calendar.