



Julian Charter School Accountability Report Card

Reported for School Year 2006-07 Published During 2007-08

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Julian Charter School Grade Span: K-12
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JCS—the right choice for personalized learning

I. About This School

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.

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 a resource center, library, learning center classes, academy program, support programs, and highly qualified teachers. The high school program is accredited through the Western Association of Schools and Colleges (WASC).

Julian Charter School Mission and Core Values

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:

- 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

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. In addition, parents are invited to participate in professional development programs, service learning trainings and events, and other workshops and seminars offered by the school. Communication mechanisms include meetings with facilitators and advisors, newsletters, e-mail, JCS Online, 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
Kindergarten	77
Grade 1	83
Grade 2	92
Grade 3	91
Grade 4	100
Grade 5	107
Grade 6	112
Grade 7	149
Grade 8	142
Ungraded Elementary	0
Grade 9	171
Grade 10	191
Grade 11	193
Grade 12	156
Ungraded Secondary	0
Total Enrollment	1664

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	4.69 %	White (not Hispanic)	71.39 %
American Indian or Alaska Native	2.76 %	Multiple or No Response	1.68 %
Asian	1.62 %	Socioeconomically Disadvantaged	15 %
Filipino	1.74 %	English Learners	.01 %
Hispanic or Latino	15.56 %	Students with Disabilities	8 %
Pacific Islander	0.54 %	Number of Students	1664

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Specialists Average Class Size	Home Study Average Class Roster	Academy Average Class Size
English	19.3		
Mathematics	25.5	17.5	14
Science	17.8		
Social Science	21.2		

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.

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

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.

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.

In addition, Julian Charter School has a variety of student-centered programs designed to promote a positive learning environment, and students have numerous opportunities to receive recognition. Our various site-based learning center and academy programs offer students the opportunity to attend academic and enrichment classes where individualized attention in small-group settings creates a positive setting for learning. The Academic Counselor meets with and supports secondary 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, and the school, on an ongoing basis, works to create additional support programs aimed at promoting a positive and supportive learning environment. The school's self reviews and surveys validate a positive school climate.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	N/A	N/A	N/A	1.0	0.6	0.0
Expulsions	N/A	N/A	N/A	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 six academies interspersed throughout our primary attendance areas: San Diego, Murrieta, Temecula, 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 leased, safe, clean, and in good repair.

School Facility 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.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)	√			
Structural Damage	√			
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer	√			
Playground/School Grounds	√			
Roofs	√			
Overall Cleanliness	√			

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		√		

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	90	98	98	122
Without Full Credential	9	11	18	18
Teaching Outside Subject Area of Competence	N/A	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	2005-06	2006-07	2007-08
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 No Child Left Behind 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 the CDE Web site 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
This School	96.7	3.3
All Schools in District	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Teacher Evaluation Process

This section provides information about the procedures and the criteria used 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 staff member.

The executive director, director and assistant directors receive an informal evaluation of performance from each staff member. The assistant directors' and director's formal evaluations are completed by their supervisor while the executive 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	1.9	899
Library Media Teacher (Librarian)	-	N/A
Library Media Services Staff (paraprofessional)	-	N/A
Psychologist	1.25	N/A
Social Worker	-	N/A
Nurse	-	N/A
Speech/Language/Hearing Specialist	1.25	N/A
Resource Specialist (non-teaching)	4.5	N/A
Other	1.3	N/A

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	Standards-aligned texts available for all students.	0
Mathematics	Standards-aligned texts available for all students.	0

Science	Standards-aligned texts available for all students.	0
History-Social Science	Standards-aligned texts available for all students.	0
Foreign Language	Standards-aligned texts available for all students.	0
Health	Standards-aligned texts available for all students.	0
Science Laboratory Equipment (grades 9-12)	Science laboratory equipment available for all high school labs.	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2005-06)

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 school expenditures and teacher 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	\$6,262	N/A	\$6,262	\$45,210
District	N/A	N/A	\$9,706	\$65,252
Percent Difference – School Site and District	N/A	N/A	-35%	-31%
State	N/A	N/A	\$4943	\$54,130
Percent Difference – School Site and State	N/A	N/A	27%	-16%

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. Special programs include service learning and programs and services designed to ensure that all students are provided opportunities for success such as student academic counseling, Student Study Team (SST), Safety Net (SN) and CAHSEE intensive intervention services. Interventions for at-risk students and other school enrichment and support programs include:

Safety Net Resource Materials	Academic Counseling
Alternative Teaching Strategies	Academic Support Services
Alternative Curriculum	Vendor Course Instructors
Alternative Program Placement	Language Assistance
Field Trips	Speech Therapy
Special Education	Occupational Therapy
Student Activities	Adaptive Physical Education
English-Language Arts Tutoring	Enrichment and Intervention Classes
Mathematics Tutoring	Counseling

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	Julian Union District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,000	\$36,760
Mid-Range Teacher Salary	-	\$52,816
Highest Teacher Salary	\$76,035	\$64,666
Average Principal Salary (Elementary)	N/A	\$83,075
Average Principal Salary (Middle)	\$81,453	\$86,138
Average Principal Salary (High)	N/A	\$89,194
Superintendent Salary	\$136,290	\$98,053
Percent of Budget for Teacher Salaries	32.6 %	38.5 %
Percent of Budget for Administrative Salaries	5.0 %	6.4 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	48	48	48	49	48	49	40	42	43
Mathematics	31	31	29	38	34	32	38	40	40
Science	37	33	34	39	36	37	27	35	38
History-Social Science	25	26	23	27	26	25	32	33	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.

CST Results by Student Group – Most Recent Year (Continued)

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	41	14	36	17
American Indian or Alaska Native	30	12	*	9
Asian	70	50	*	*
Filipino	48	32	36	*
Hispanic or Latino	39	23	26	21
Pacific Islander	*	*	*	*
White (not Hispanic)	52	32	37	25
Male	43	31	36	24
Female	54	26	33	22
Economically Disadvantaged	38	19	31	14
English Learners	*	*	*	*
Students with Disabilities	17	18	16	9
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

*Scores are not shown when the number of students tested is 10 or less.

Norm-Referenced Test

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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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 Proficient or Advanced	
	Reading	Mathematics
African American	42	25
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	42	33
Pacific Islander	*	*
White (not Hispanic)	58	54
Male	51	51
Female	60	46
Economically Disadvantaged	54	36
English Learners		
Students with Disabilities	25	35
Students Receiving Migrant Education Services	*	*

*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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	56	59	55	53	58	50	41	42	42
Mathematics	48	49	49	52	52	47	52	53	53

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	53.8	N/A	49	58.3	N/A	51.1	55.6	N/A	48.6
Mathematics	37.4	N/A	45.2	47.4	N/A	46.8	41.3	N/A	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	44.4	27.8	27.8	58.7	27.3	14
Male	53.1	28.1	18.7	59	34.4	6.6
Female	37.9	27.6	34.5	58.4	22.5	19.1
African American	*	*	*	*	*	*
Am. Indian/Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	63.6	27.3	9.1	66.7	15.2	18.2
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	40	26.3	33.	57.6	29.3	13
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	47.1	32.4	20.6	61.8	26.5	11.8
Students with Disabilities	*	*	*	*	*	*

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/>.

Grade Level	Percent of Students Meeting Fitness Standards	
	2005-06	2006-07
5	13.5	22.8
7	15.3	20.5
9	8.6	17.3

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. These ranks are published when the Base API is released each March. 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	2004	2005	2006
Statewide	5	4	7
Similar Schools	1	6	9

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 2007
	2004-05	2005-06	2006-07	
All Students at the School	13	-5	5	730
Non Significant Sub-groups: African American, American Indian or Alaska Native, Asian, Filipino, Pacific Islander, English Learners, Students with Disabilities	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	-19	23	690
White (not Hispanic)	17	-5	5	742
Socioeconomically Disadvantaged	N/A	N/A	22	671

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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
- 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 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

Federal Intervention Program

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 (English-language arts 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	Not In PI
Number of Schools Currently in Program Improvement	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 which data is 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	1.1	-	2.9	1.1	-	2.9	3.2	3.1	3.5
Graduation Rate	84.1	85.0	95.3	-	-	-	85.3	85.0	83.0

Completion of High School Graduation Requirements

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 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. 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 2007		
	School	District	State
All Students	97%	N/A	N/A
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	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	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 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 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/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	22.5
Graduates Who Completed All Courses Required for UC/CSU Admission	15.6

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: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	14.1	13.3	9.6
Average Verbal Score	579	583	626
Average Math Score	560	543	563
Average Writing Score	N/A	561	593

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.

Each educational facilitator (EF) or academy advisor is charged with the responsibility of overseeing the education of students on his/her roster. The EF meets with the student and family at least once every 20 days, while site-based advisors meet with students (and families) as needed. High school students are assigned a content area specialist in each of the four core subjects to provide content expertise and curriculum guidance. Tutoring is available, as needed, through the high school program and Safety Net. During student/family meetings, EFs are responsible for providing educational materials, making assignments, reviewing student work, assessing the student, and providing the parent with educational support. To provide program coordination, policy/program adjustments, ongoing staff development, and to further work on schoolwide goals, teachers meet every six weeks in professional learning communities. School leadership is provided by the school's executive director and supported by a leadership team comprised of the director of education, assistant directors and program coordinators, all with extensive curriculum and leadership expertise. Staff and parents participate in an advisory role through the Advisory Council. Annual teacher, student, and parent surveys confirm staff and community satisfaction with instructional materials and leadership, and guide the school in ongoing 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 professional development days throughout the school year, approximately every six 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, Back-to-School Fair, 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.

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 www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the executive director. 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.