Julian Junior High School

1704 Cape Horn • Julian, Ca, 92036-0337 • 760-765-0575 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Julian Union School District
1704 Cape Horn
Julian, CA 92036
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District Governing Board

Elaine Bicanic, President

Mark Romero, Clerk

Kevin Meacham, Trustee

Susan Slaughter, Trustee

Danielle Woodward, Trustee

District Administration

Brian Duffy
Superintendent

V. Scot Copeland, Julian Elem.
Principal

School Description

Although nestled on the outskirts of the small rural mountain community of Julian, California, Julian Union School District functions as the hub and center of the community. The school plays an integral part in the lives of the families, the neighboring businesses and the surrounding community. The quaint, rustic looking town of Julian is located sixty miles northeast of San Diego, and is an extremely popular tourist retreat throughout the year. Known as the apple country, the old fashioned, picturesque towns privacy and close knit community atmosphere is highly valued by the local townspeople, many of whose families have lived in the area for several generations. Julian Union is a school district consisting of one elementary and one junior high school.

Since the attendance area encompasses 618.6 square miles, and its boundaries go from the desert floor to the top of the mountains, the school buses provide the lifeline between students and the schools. The community income is derived mainly from cattle ranching, apple farming, and tourism. Many parents commute off the mountain to work in the city since the community has no large business or industry. The school district is the largest employer in the community. The population has remained fairly constant the last few years, although the expectations for future growth, looms on the horizon.

MISSION STATEMENT "To provide every student success in learning."
Our Mission is... To provide every student success in learning. We are dedicated to the individual development of attitudes, skills, know ledge, and responsibility essential to successful achievement in school and society. We actively involve parents and the community in supporting student learning and development.

To Fulfill our Mission... We are committed to a strong and comprehensive educational program and learning environment which enhances character, provides role models, optimizes each child's potential, develops a lifelong love of learning, builds personal responsibility, provides opportunities to serve, and accentuates individual respect.

Fundamental to our Mission... Is a commitment to the active involvement of a competent and caring staff, teamwork, shared leadership, the effective management of resources, and a safe and orderly learning environment. We pride ourselves on our dedication to our students, families, community, each other, our profession, and to continuous learning.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	36
Grade 7	30
Grade 8	37
Total Enrollment	103

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	10.7
Filipino	1
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	1
White	53.4
Two or More Races	3.9
Socioeconomically Disadvantaged	58.3
English Learners	4.9
Students with Disabilities	20.4
Homeless	33

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Julian Junior High	17-18	18-19	19-20
With Full Credential	6	6	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	2	1	1

Teacher Credentials for Julian Union School	17-18	18-19	19-20
With Full Credential	♦	♦	15
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Julian Junior High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	1	0
Vacant Teacher Positions	0	0	0

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

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

Types of Services Funded

Developing positive self-esteem and healthy peer relationships is an important district focus. Students receive support from trained health clerks and a county psychologist.

The district funded a program to support students and families. The district also has programs designed to assist students who have been identified at-risk. Students can be evaluated by the Student Study Team (SST), and interventions can be recommended. In all cases, careful and ongoing consultation with parents is maintained.

Possible interventions include:
- Special reading programs
- Language assistance
- Speech therapy
- Special education
- Counseling (3 programs)
- Special contracts
- Social Worker
- Academic Counselor

All district staff value student well-being and are sensitive to the needs of all students.

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

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	Springboard **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
The major facility project for the 2019-20 is solar for the junior high school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2019 December

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	38	51	49	50	50
Math	36	35	35	36	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	16.7	23.3	13.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	105	100.00	38.10
Male	58	58	100.00	32.76
Female	47	47	100.00	44.68
American Indian or Alaska Native	12	12	100.00	33.33
Filipino	--	--	--	--
Hispanic or Latino	32	32	100.00	34.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	57	100.00	40.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.00	33.85
English Learners	--	--	--	--
Students with Disabilities	21	21	100.00	19.05
Homeless	34	34	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	105	100.00	35.24
Male	58	58	100.00	36.21
Female	47	47	100.00	34.04
American Indian or Alaska Native	12	12	100.00	8.33
Filipino	--	--	--	--
Hispanic or Latino	32	32	100.00	31.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	57	100.00	42.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.00	30.77
English Learners	--	--	--	--
Students with Disabilities	21	21	100.00	19.05
Homeless	34	34	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents have many opportunities to be involved and engaged in supporting student learning. Julian Pathways, a parent and family resource center, is the hub for these opportunities. Parents also volunteer in classes, participate in our Parent Teacher Organization and are part of our School Site Council, LCAP, Strategic Planning Team and English Learner Advisory Committee.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The School Safety Plan has been completely reviewed and rewritten in cooperation with the San Diego County Office of Education. The implementation of the plan is being coordinated with assistance from the San Diego County Office of Education and local police and fire service personnel.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.6	15.0	6.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.9	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	17	6	3		17	6		3	14	4		1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	16	2	2		17	3	1					
Mathematics	16	2	2		13	4	1		22	2		1
Science	32		2		23	2	1		22	2		1
Social Science	32		2		23	2	1		22	2		1

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	7

An effective process for staff development and curriculum is planned and implemented annually by teachers and administrators. The teachers will participate in at least seven staff development activities this year. In addition, each teacher is offered opportunities to pursue professional growth opportunities of their choosing. Each year teachers from the elementary and junior high schools participate in an intensive self-review process which results in a continual updating of each schools' improvement plans for all programs and curriculum. A copy of the yearly plan for improvement for each school is available upon request.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$	$45,252
Mid-Range Teacher Salary	$	$65,210
Highest Teacher Salary	$	$84,472
Average Principal Salary (ES)	$	$107,614
Average Principal Salary (MS)	$	$112,242
Average Principal Salary (HS)	$	$
Superintendent Salary	$	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	23%	31%
Administrative Salaries	4%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,447.49	$,2138.2	$5,309.29	$60,503.83
District	N/A	N/A	$12,712.46	59,416
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-82.2	1.8
School Site/ State	-34.3	-7.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.