SCHOOL PERFORMANCE OVERVIEW

Julian Charter

Explore the performance of Julian Charter under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Green

College/Career

No Performance Color

English Language Arts

Yellow

Mathematics

Yellow

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

Informational Purposes

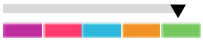
Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science

Green

English Language Arts Growth

Average

Mathematics Growth

Exceptional

LEARN MORE
Teacher Assignments
41.8% Clear
Below the State Average

School Details

Optional Narrative Summary
Completed By Julian Charter

Julian Charter School, JCS-LIVE, became a virtual school in 2019-2020. It is an independent study TK-12 charter school sponsored by the Julian Union Elementary School District. JCS serves approximately 200 students in San Diego, Riverside, and Orange counties. Student instruction is overseen by parents with daily, synchronous support from a credentialed teacher who ensures the student has access to and is making progress in curriculum aligned with CCSS.

NAME
Julian Charter

ADDRESS
1704 Cape Horn
Julian, CA 92036

WEBSITE
https://julian.jcs-inc.org/

GRADES SERVED
P-12

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

LCAP
Download the LCAP

JULIAN CHARTER

Student Population

Explore information about this school's student population.

Enrollment
203

Socioeconomically Disadvantaged
42.4%

English Learners
4.4%

Foster Youth
1%

JULIAN CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

5.4 points above standard

Declined 9.2 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2	1	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics

Yellow

19.5 points below standard

Maintained -2 Points

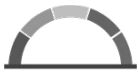
EQUITY REPORT

Number of Student Groups in Each Color

0	0	1	2	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Learner Progress

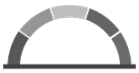


No Performance Color

Fewer than 11 students - data not displayed for privacy

LEARN MORE

College/Career



No Performance Color

Prepared 37.9%

Increased 12.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

JULIAN CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

7.9% chronically absent

Declined 0.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	1	2	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Graduation Rate

Green

93.3% graduated

Increased 10.8% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

JULIAN CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	4
Red	Orange	Yellow	Green	Blue

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

JULIAN CHARTER

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

LEARN MORE

Science

Green

62 science points

Maintained 0.3 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Language Arts Growth

Average

67.2% students improved their score from the prior year

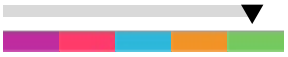
EQUITY REPORT

Number of Student Groups in Each Growth Category

1	0	1	2	0
Minimal	Moderate	Average	Accelerated	Exceptional

LEARN MORE

Mathematics Growth



Exceptional

65.6% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

0	0	0	1	3
Minimal	Moderate	Average	Accelerated	Exceptional

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting proficiency standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

5.4 points above standard

Declined 9.2 Points ▼

Number of Students: 103

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

Hispanic

White

Green

Socioeconomically Disadvantaged

Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Foster Youth

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Students with Disabilities

No Performance Color

47.1 points below standard

Declined 8.8 Points ▼

Number of Students: 30

Hispanic

Yellow

1.3 points below standard

Maintained -0.1 Points

Number of Students: 48

White

Yellow

9.8 points above standard

Declined 12.1 Points ▼

Number of Students: 42

Socioeconomically Disadvantaged

Green

9.4 points above standard

Increased 7.6 Points ▲

Number of Students: 48

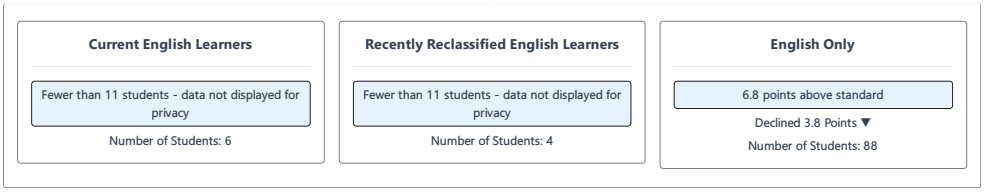
Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	8.7 points below standard	6 points above standard	17 points above standard	14.7 points above standard	5.4 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in English Language Arts.



Mathematics

All Students

Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

19.5 points below standard

Maintained -2 Points

Number of Students: 103

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

Hispanic

Green

Socioeconomically Disadvantaged

White

Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Foster Youth

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Students with Disabilities

No Performance Color

84.1 points below standard

Declined 7.7 Points ▼

Number of Students: 30

Hispanic

Yellow

28 points below standard

Increased 3.6 Points ▲

Number of Students: 48

Socioeconomically Disadvantaged

Green

21.4 points below standard

Increased 8.3 Points ▲

Number of Students: 48

White

Green

9.3 points below standard

Increased 10.3 Points ▲

Number of Students: 42

Distance From Standard (Mathematics)

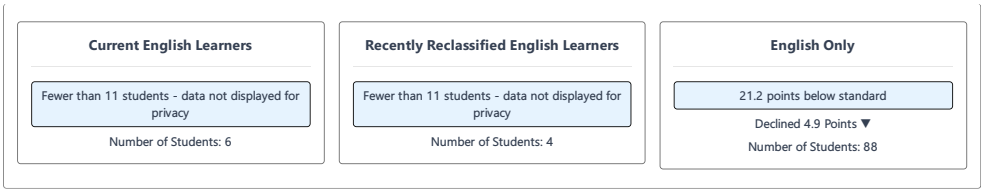
Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2019	2022	2023	2024	2025

	2019	2022	2023	2024	2025
All Students	53.3 points below standard	32.8 points below standard	36.1 points below standard	17.5 points below standard	19.5 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in mathematics.



English Learner Progress Indicator

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

All Students

No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 8

Student Group Details

All Student Groups by Performance Level

2 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

English Learners

Long-Term English Learners

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Student English Language Acquisition Results

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students

No Performance Color

Prepared 37.9%

Increased 12.9% ▲

Number of Students: 29

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

English Learners

Foster Youth

Hispanic

Homeless

Long-Term English Learners

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

No Performance Color

Prepared 33.3%

Increased 9.8% ▲

Number of Students: 12

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Socioeconomically Disadvantaged

No Performance Color

Prepared 31.6%

Increased 9.4% ▲

Number of Students: 19

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

White

No Performance Color

Prepared 33.3%

Increased 6.7% ▲

Number of Students: 12

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Narrative Summary

See Option 2: Reflection Tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4 Full Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

4 Full Implementation

World Language

4 Full Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

Identifying the professional learning needs of individual teachers

4 Full Implementation

4	Full Implementation

Providing support for teachers on the standards they have not yet mastered

4	Full Implementation

Additional Comments

Curriculum and resources aligned to CCSS and CA standards of learning have been adopted and implemented by the LEA for several years. Professional Learning for teachers has been provided to utilize curriculum and best impact student learning and differentiation based on need in all areas. Partnerships with Parent-Teacher Organizations and Educational Enrichment Partners help to make the implementation of CTE, Health, P.E., VAPA, and World Language standards appropriate and sustainable. Annually, the school focuses on teaching and learning goals appropriate for the collective community of educators and students, and we grow together in a PLC format. Individual teachers also write SMART goals to address their personal and professional learning needs. Increasing the capacity to provide support for teachers to meet standards through professional learning plans (PIPs) is ongoing.

In a Spring 2025 Survey, staff were asked for feedback on how the LEA could improve its ability to implement state academic standards. Staff responded that there is a need for clearer alignment of standards for both students and teachers. Using standards checklists would help students track course alignment, while teachers could benefit from more concrete support in areas such as building effective Canvas courses, ensuring standards are met, and offering project-based learning and differentiation. While the school makes efforts to support teachers, more professional development is needed.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=37681633731239&year=2024-25

All Students

Green

7.9% chronically absent

Declined 0.5% ▼

Number of Students: 126

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

White

Green

Hispanic

Socioeconomically Disadvantaged

Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Foster Youth

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

14.3% chronically absent

Increased 14.3% ▲

Number of Students: 14

Students with Disabilities

No Performance Color

10.3% chronically absent

Increased 3.7% ▲

Number of Students: 29

White

Yellow

9.8% chronically absent

Maintained 0.2%

Number of Students: 51

Hispanic

Green

5.3% chronically absent

Declined 3.2% ▼

Number of Students: 57

Socioeconomically Disadvantaged

Green

9.8% chronically absent

Declined 4.7% ▼

Number of Students: 61

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024	2025
Chronic Absenteeism	1.5%	13.8%	12.1%	8.5%	7.9%

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

All Students

Green

93.3% graduated

Increased 10.8% ▲

Number of Students: 30

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

English Learners

Foster Youth

Hispanic

Homeless

Long-Term English Learners

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

○ ○ ○ ○ ○ ●

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic

No Performance Color

83.3% graduated

Increased 1% ▲

Number of Students: 12

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Socioeconomically Disadvantaged

No Performance Color

90% graduated

Increased 12.2% ▲

Number of Students: 20

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White

No Performance Color

100% graduated

Increased 13.3% ▲

Number of Students: 13

Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade

	2019	2022	2023	2024	2025

	2019	2022	2023	2024	2025
Graduation Rate	86%	92.9%	92.3%	82.5%	93.3%

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	90%	3.3%	6.7%	93.3%	1
Hispanic	83.3%	0%	16.7%	83.3%	0
Socioeconomically Disadvantaged	85%	5%	10%	90%	1
White	92.3%	7.7%	0%	100%	1

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Graduation data, Master Agreements, and transcripts listing classes of all students are reviewed each semester to make sure students are enrolled in a broad range of studies and individualized needs are being met.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students have access to the same curriculum and support provided by the LEA. Students with IEPs and English learners have access to the same curriculum and courses as other students with support as needed for success.

3. Identification of any barriers preventing access to a broad course of study for all students.

In the Spring 2025 Staff Survey, the LEA asked staff to identify barriers that prevent students from accessing the coursework, programs, and services. Staff responded that some barriers include inconsistent and unstable internet connections, particularly in rural areas, which hinder participation in live classes and sharing screens. Additionally, the quality of technology provided, such as underpowered computers, exacerbates connectivity issues. Funding and staffing limitations also contribute to challenges, as do limited course offerings, which may not meet all students' needs, particularly at the high school level. Another concern is the lack of parent involvement or support, which may affect students' engagement and success. Finally, the relevance of the coursework, especially for students in grades 10-12, is seen as a barrier for some, as it may not align with their interests or career aspirations.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

The LEA will continue to provide programs/services that promote equity for all students. The LEA is also committed to expanding opportunities for high school students to achieve CCR status, such as access to a-g, CTE, and dual enrollment courses. Dual enrollment opportunities began in 2020-21 and are being expanded each year. A wider range of a-g and CTE offerings are offered through the school catalog and educational partners like Edgenuity. Each year, we are also writing new A-G courses and updating A-G courses so they are more current and culturally relevant. Staff also gave suggestions for improving student access to coursework, programs, and services, including offering both printable and digital versions of materials to ensure flexibility. Connecting students with free online tutoring services for one-on-one attention could further support their learning. Staff also noted that a better allocation of funds to improve resources, including investing in higher-quality computers with more RAM, as the current devices were often underperforming, should be considered. For high school students, creating more streamlined opportunities for community engagement through volunteering and work experience could enhance their learning and career readiness. This could be integrated into graduation requirements and facilitated by a team of educators. Improving access to quality technology, including devices with better connectivity, was also suggested to address ongoing issues.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 241

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Long-Term English Learners

Two or More Races

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

No Performance Color

Filipino

No Performance Color

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Less than 11 students - data not displayed for privacy

Number of Students: 2

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 25

Hispanic

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 111

Socioeconomically Disadvantaged

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 112

Students with Disabilities

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 67

White

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 91

Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	0.3%	N/A	N/A	N/A	N/A

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent[1] (FTE)	Clear[2] (% of teaching FTE)	Comparison to Statewide Average
LEA	16.09	41.8%	Below
County	22,732.02	85.9%	Above
Statewide	278,927.09	82.5%	n/a

[1]The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

[2]"Clear" refers to the percentage of full-time equivalent teachers who are Fully Credentialed (Preliminary or Clear) for Subject and Student Placement (properly assigned). An assignment describes a position based on its setting, subject, and grade level.

Optional Narrative: The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable, routine practice allowable by the CTCC in California, it does not satisfy ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard; therefore, the CDE's TAMO report does not accurately reflect the percentage of appropriately assigned teachers at the LEA. According to CALSASS, which recognizes LAO, 100% of the teachers at the LEA are appropriately assigned.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=37681633731239&year=2023-24.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

Additional Comments

Julian Charter is a virtual school; therefore, it does not have any facilities.

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We have established a Parents as Partners group to bridge the gap between school and parent communication, and the Parents as Partners group has reported that they have found the workshops and community involvement very helpful. We intend to continue with our efforts to build a strong community through Parents as Partners. Our Parent Teacher Organization is also trying to assist us in building a strong culture. They have held some great events for our scholars and parents, and we hope to see membership grow next year.

In a Spring 2025 Survey, we asked parents and staff to provide feedback on the LEA's current strengths and progress around Building Relationships Between School Staff and Families. Staff responded that the LEA provides multiple communication channels, such as Canvas, email, and ParentSquare, which help keep parents informed and engaged. Additionally, staff saw field trips as great opportunities that resulted in better relationships between school staff and families. Parents described staff as welcoming, knowledgeable, and committed to creating a team-oriented atmosphere that connects home and school. Overall, the LEA is recognized by staff and parents for its dedication to meaningful relationships.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Since the LEA is a fully virtual school, there are some significant barriers to building an active and engaged parent community. Staff have attended forums with other virtual schools to get ideas on how to strengthen this area for JCS- LIVE. On surveys, parents and students indicated that they would like more activities, both in person and virtually; therefore, the LEA has made focused efforts to plan more field trip opportunities and virtual events, while increasing access for families by covering the cost and providing transportation. To continue to build our relationships with families, the LEA will continue to focus on increasing participation in family engagement activities. The LEA would also like to increase the number of parent responses to surveys and parent participation at School Site Council meetings, board meetings, and other decision-making opportunities.

When asked on a spring 2025 survey, some parents noted that a focus area for improvement at JCS is enhancing co-teaching practices to better support student learning and ensure a secure, comfortable environment. Parents acknowledged that the school appears committed to creating a setting where students can thrive emotionally and academically, with an emphasis on collaboration between educators and families. Continued efforts in strengthening communication, building partnerships, and actively involving families in decision-making will help reinforce this supportive foundation and foster deeper engagement across the school community.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA utilizes ParentSquare for communication to build relationships with families, along with weekly newsletters, student conferences, and project presentations. The LEA makes focused efforts to engage underrepresented families through in-person conversations, personal phone calls, text messages, and personal emails. When language is a barrier between the school and the parent, the LEA employs bilingual features of communication channels (ex. ParentSquare, Google Docs, etc.) and Spanish-speaking members of our school staff to translate when possible.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The LEA provides professional learning opportunities to teachers and principals, such as formative assessment and data analysis training, research-based reading practices, MTSS and tiered interventions, and the Leader in Me SEL & culture-enhancing program. Additionally, JCS-LIVE maintains that all teachers participate in leading-edge certification relating to teaching online and supporting all students and families. In the past, staff have also attended the DLAC Conference to glean information from other digital schools on best practices in this area and found the experience valuable. The LEA maintains an updated parent and student handbook to help all parents and students understand their role and how to advocate for themselves within the learning environment.

In a Spring 2025 Survey, we asked parents and staff to provide feedback on the LEA's current strengths and progress around Building Partnerships for Student Outcomes. Many parents praised mentor teachers for being collaborative, responsive, and supportive, offering guidance tailored to students' individual learning needs. Families appreciated the school's emphasis on individualized education and the shared goal of student success. Parents reported that communication through emails and texts was generally effective, and staff members helped support parents to navigate school systems and understand their child's progress throughout the year. Staff cited CMS platforms such as Canvas and parent-teacher conferences as key facilitators of building partnerships with parents for student outcomes. The staff also recognizes community partnerships, such as community college partners, that increase student opportunities to be college and career-ready upon graduation.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The LEA will continue to provide professional learning opportunities for using data and formative assessment in ELA and Math to drive lesson design and student learning activities. Our staff also recognizes the need for more engaging curriculum and rigorous, formative assessments that are closely aligned to standards. To improve student outcomes, we are also focused on increasing college and career readiness opportunities and broadening our scope of internship opportunities for high school students outside of the virtual setting. Additionally, more SEL support is needed to ensure students can reach their full potential and the LEA is seeking to address this with community partnerships such as Care Solace. While most feedback from staff and parents was positive, one parent expressed frustration with inconsistent communication and a lack of engagement during meetings, highlighting an area where consistency could be improved.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA desires to engage parents as much as possible since they are important partners in education. A significant barrier that exists is engagement from the parents of underrepresented pupils (SwD, SED, F/HY, EL), which makes it difficult to discern what they truly need in this area. The LEA utilizes a Foster/Homeless Youth Liaison and an EL Coordinator to improve the engagement of underrepresented families through direct communication. Additionally, the LEA would like to create the capacity for more synchronous support opportunities with staff and tutoring with educational enrichment partners.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The school has regularly scheduled School Site Council meetings composed of parents, classified staff, and certificated staff. During these meetings, partners provide input on the development of policies and programs. Our school actively recruits participants in our School Site Council and promotes meetings, including meetings of the JCS-Inc. Board of Directors, for the public to attend. The school engages the whole community by surveying all partners. Staff, students, and parents interact regularly, and the LEA encourages them to have open and constructive conversations that can result in school improvement at the decision-making level. Overall, the LEA has been recognized by staff and parents for its active involvement of families in the educational and decision-making process.

Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Despite significant efforts to include educational partners in decision-making processes, staff recognize that parent participation remains a challenge. As an area of focus, the school can work more collaboratively with partners when implementing and evaluating family engagement activities. The LEA would like to increase the number of parent partners who complete school surveys and attend school meetings, such as the School Site Council meetings. This can be done with direct messaging from teacher to parent or by incentivizing participation.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve the engagement of underrepresented families, the LEA will build the capacity for small group and individual meeting times to plan for individual student needs of English Learners and Homeless/Foster Youth. The school will utilize bilingual features of communication channels, such as ParentSquare or Google Docs, when language is a barrier between the school and the parent. We will also utilize Spanish-speaking members of our school staff to translate when possible. Teachers will identify individuals on their rosters who represent marginalized populations and increase communication with them. The school principal will recruit School Site Council members who represent underrepresented students, including students with disabilities, low-income students, and English language learners.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school administered PEAR's Holistic Student Assessment (HSA) to all students in 4th-12th grade in Fall 2025. The HSA is a data-driven tool to promote social-emotional development in young people. The HSA has 14 scales, grouped into three domains: resiliencies, relationships, and learning and school engagement. Altogether, 140 surveys were completed by the students of JCS-LIVE.

The HSA uses a 3-tiered model for understanding students' needs, similar to RTI (Response to Intervention) and PBiS, (Positive Behavioral Interventions and Supports). Within the model, Tier 1 represents students who are thriving and who exhibit primarily strengths and few challenges, Tier 2 represents students who have a balanced combination of strengths and challenges, and Tier 3 represents students who are approaching crisis or are in crisis. The Fall 2024 results for the school and its subgroups are as follows:

Overall (140 students):
Tier 1 - 47.1%
Tier 2 - 32.7%
Tier 3 - 20.2%
Average Strengths - 3.1
Average Challenges - 2.5
Most Significant Strengths - School Bonding, Empathy,
Most Significant Challenges - Assertiveness, Action Orientation

SwD (21 students):
Tier 1 - 33.3%
Tier 2 - 47/6%
Tier 3 - 19%
Average Strengths - 2.9
Average Challenges - 3.0
Most Significant Strengths - Empathy, School Bonding, Emotion Control
Most Significant Challenges - Relationship with Adults, Assertiveness, Relationship with Peers

SED (14 students):
Tier 1 - 57.1%
Tier 2 - 35.7%
Tier 3 - 7.1%
Average Strengths - 3.2
Average Challenges - 1.9
Most Significant Strengths - Empathy, Action Orientation, Learning Interest, School Bonding Most Significant Challenges - Assertiveness, Learning Interest, Relationship with Peers

Hispanic (35 students): Tier 1 - 45.7%
Tier 2 - 34.3%
Tier 3 - 20%
Average Strengths - 3.1
Average Challenges - 2.5
Most Significant Strengths - School Bonding, Empathy, Relationships with Adults Most Significant Challenges - Learning Interest, Action Orientation

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

When disaggregated by student group, notable patterns emerged. Students with disabilities (SwD), who made up 21 of the surveyed students, had fewer in Tier 1 (33.3%) and a greater proportion in Tier 2 (47.6%) compared to the overall population. Their average number of challenges (3.0) slightly outpaced their strengths (2.9), signaling a higher level of need. While SwD students showed strengths in empathy, school bonding, and emotional control, they faced challenges in forming relationships with adults and peers, as well as assertiveness—areas that would benefit from targeted social skills instruction and adult mentorship.

Socioeconomically disadvantaged (SED) students, a group of 14 students, displayed strong outcomes overall, with 57.1% in Tier 1 and only 7.1% in Tier 3. They demonstrated strengths in empathy, action orientation, learning interest, and school bonding, suggesting they are engaged and motivated. Nevertheless, they still showed challenges in assertiveness and peer relationships, underscoring the need for continued support in building social confidence and healthy peer dynamics.

Among Hispanic students, who accounted for 35 respondents, 45.7% were in Tier 1, aligning closely with school- wide results. Their strengths mirrored those of the broader student body—school bonding, empathy, and positive relationships with adults. However, this group faced challenges in learning interest and action orientation, pointing to a need for more culturally responsive engagement strategies and instructional practices that sustain motivation and encourage initiative.

In summary, the HSA results highlight several school-wide and subgroup-specific trends. Students generally feel connected to the school and exhibit empathy, but many need support in assertiveness and taking initiative. Students with disabilities need focused support in relationship-building and self-advocacy, while SED students, despite strong outcomes, benefit from reinforcement in peer interaction skills. Hispanic students show strong relational strengths but need support in maintaining academic interest and drive. These findings support the implementation of tiered SEL supports, with a focus on building student confidence, voice, and proactive behaviors, while leveraging existing strengths like empathy and school connectedness as foundations for growth.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the findings from the HSA, several implications and next steps emerge to support students' social- emotional development. First, the school should continue to strengthen Tier 1 SEL programming to maintain support for the majority of students, while simultaneously developing targeted Tier 2 and Tier 3 interventions. In the current LCAP, improvement actions are addressed in Goal 3. Continued Tier I (universal) support is represented in the Leader in Me action, which is an evidence-based program focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources. Tier 2 actions include SEL counselling and support, which the school provides through community partnerships like Care Solace. Tier 3 actions are within the scope of special education and include services with the school psychologist and other special education providers.

Mentor teachers use the results of the HSA, specifically the data related to strengths and weaknesses, to more closely address the needs of students during daily instruction. Implementing evidence-based, skill-building interventions that specifically address areas of need, such as assertiveness, initiative-taking, and peer relationship development, are employed at the Tier I level. These competencies are critical to helping students become more confident, engaged, and proactive in both social and academic settings. A strengths-based approach is also essential. The strong levels of empathy and school bonding across student groups should be leveraged as protective factors. These strengths can be harnessed to develop peer mentorship programs, promote cooperative learning environments, and create meaningful student leadership opportunities that foster community and shared responsibility.

Finally, subgroup-specific strategies will be considered by the LEA to address the unique needs of different student populations. For students with disabilities, supports should focus on improving their ability to build and maintain relationships with both peers and adults. Socioeconomically disadvantaged students, who are showing promising levels of engagement, would benefit from sustained momentum through continued strategies that affirm their voice and keep them connected to learning. For Hispanic students, the school should explore culturally responsive curricula and instructional practices designed to enhance learning interest and support ongoing academic engagement.

Additional Comments

Prompt 3 (Continued): The school will continue to use the results of the HSA to identify students and create action plans to address individualized challenges, including (but not limited to) Student Success Teams (SST), small group mini-lessons, and counseling support. etc. Additionally, staff will continue to support the alignment of SEL lessons and activities to the HSA scales so school communities can target challenge areas with whole-group teaching and learning.

Informational Purposes

Explore additional information.

Science

All Students

Explore how well students are meeting proficiency standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.

All Students

Green

62 science points

Maintained 0.3 Points

Number of Students: 47

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

No Performance Color

60.8 science points

Declined 2.6% ▼

Number of Students: 19

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged

No Performance Color

57.9 science points

Maintained -1.3%

Number of Students: 22

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

White

No Performance Color

61.7 science points

Maintained 1.7%

Number of Students: 24

Science Data Comparisons: English Learners

Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.

Current English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 2

Recently Reclassified English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

English Only

62.3 science points

Maintained 0.1 Points

Number of Students: 41

English Language Arts Growth

All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.

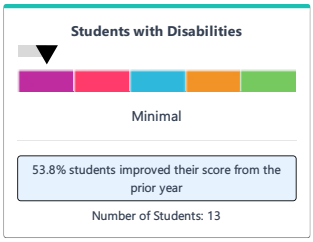
All Students

Average

67.2% students improved their score from the prior year

Number of Students: 64

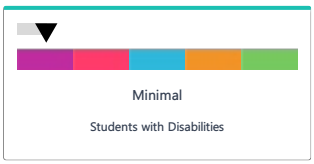
Explore Groups By Growth

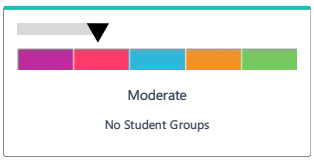


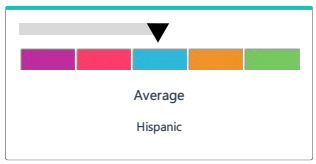
Student Group Details (English Language Arts)

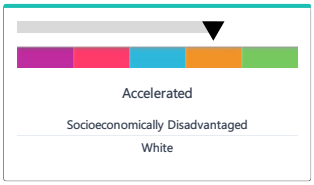
All Student Groups by Growth

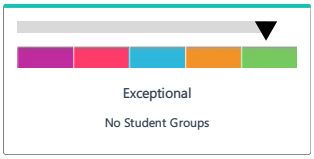
11 Total Student Groups

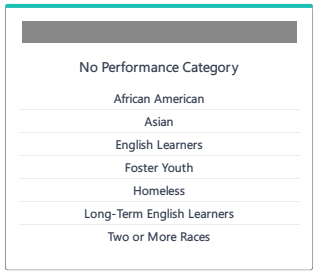






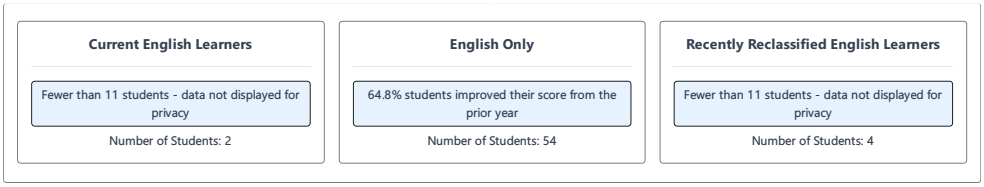






Growth Data Comparison: English Learners

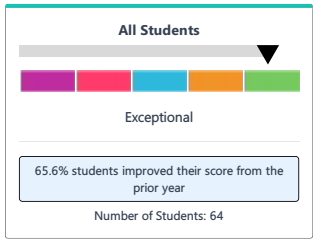
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



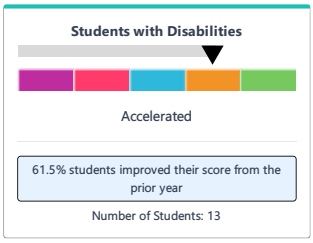
Mathematics Growth

All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.



Explore Groups By Growth



Student Group Details (Mathematics)

All Student Groups by Growth

11 Total Student Groups

Minimal

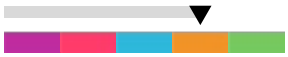
No Student Groups

Moderate

No Student Groups

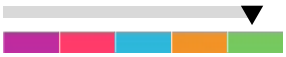
Average

No Student Groups



Accelerated

Students with Disabilities



Exceptional

Hispanic

Socioeconomically Disadvantaged

White

No Performance Category

African American

Asian

English Learners

Foster Youth

Homeless

Long-Term English Learners

Two or More Races

Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.

Current English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 2

English Only

64.8% students improved their score from the prior year

Number of Students: 54

Recently Reclassified English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 4