Preuss School UCSD

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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.

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.

Scott Barton

📍 Principal, Preuss School UCSD

About Our School

Contact

Preuss School UCSD
9500 Gilman Dr. 0536
La Jolla, CA 92093-0536

Phone: 858-822-3000
E-mail: preussoffice@ucsd.edu

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

| School Contact Information (School Year 2018—19)	
School Name	Preuss School UCSD
Street	9500 Gilman Dr. 0536
City, State, Zip	La Jolla, Ca, 92093-0536
Phone Number	858-822-3000
Principal	Scott Barton
E-mail Address	preussoffice@ucsd.edu
Web Site	http://preuss.ucsd.edu
County-District-School (CDS) Code	37683383731189

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

The Preuss School UC San Diego is a combination middle/high school serving grades 6–12. The school was chartered by the San Diego Unified School District in 1998 to reach low-income students who will represent the first generation in their families to graduate from a four-year university. The school is located on the campus of the University of California, San Diego. Enrollment is currently more than 800 students. Ninety-eight percent of students come from neighborhoods south of Interstate 8. Students are chosen by a blind lottery. The mission of The Preuss School is to improve educational practices and provide an intensive college-preparatory education for low-income student populations, which are historically underrepresented on University of California (UC) campuses. The school thereby furthers the outreach efforts of the UC and its commitment to the San Diego community and to educational intervention. In addition, the school supports the district's goal of reducing the achievement gap among underrepresented students. All graduates complete the courses required for admission to the University of California and California State University System (the UC and CSU a–g courses).The Preuss School's goals also support the district's by emphasizing the following: weekly staff development, a traditional liberal arts curriculum, tutoring, a climate of high expectations and a strong academic culture, use of university resources to enhance teaching and learning, and a focus on personalization of instruction.

Last updated: 1/14/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	124
Grade 7	126
Grade 8	124
Grade 9	128
Grade 10	119
Grade 11	111
Grade 12	98
Total Enrollment	830
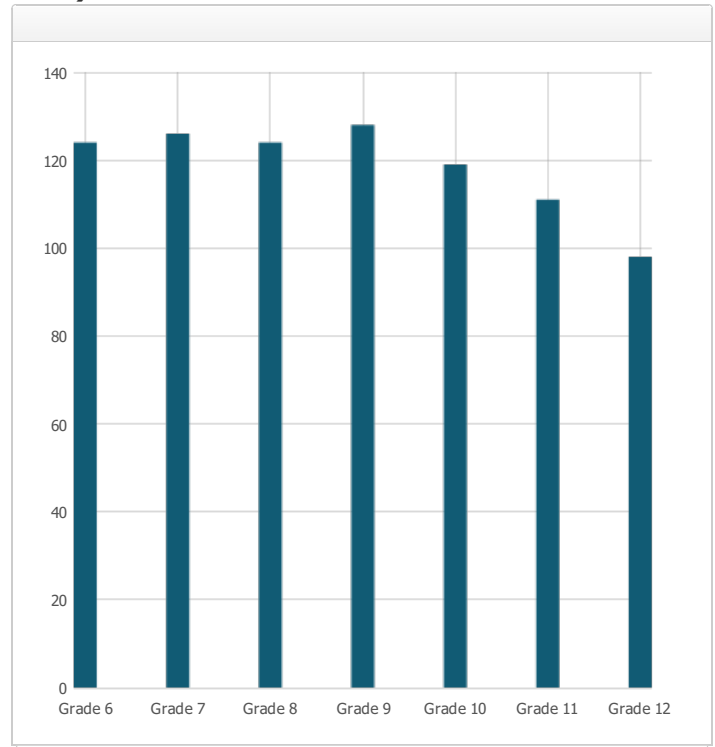
Last updated: 1/14/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	9.5 %
American Indian or Alaska Native	0.1 %
Asian	14.8 %
Filipino	0.6 %
Hispanic or Latino	57.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	0.7 %
Two or More Races	1.7 %
Other	15.3 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.4 %
English Learners	7.1 %
Students with Disabilities	4.1 %
Foster Youth	%

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

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	42	42	42	
Without Full Credential	3	2	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
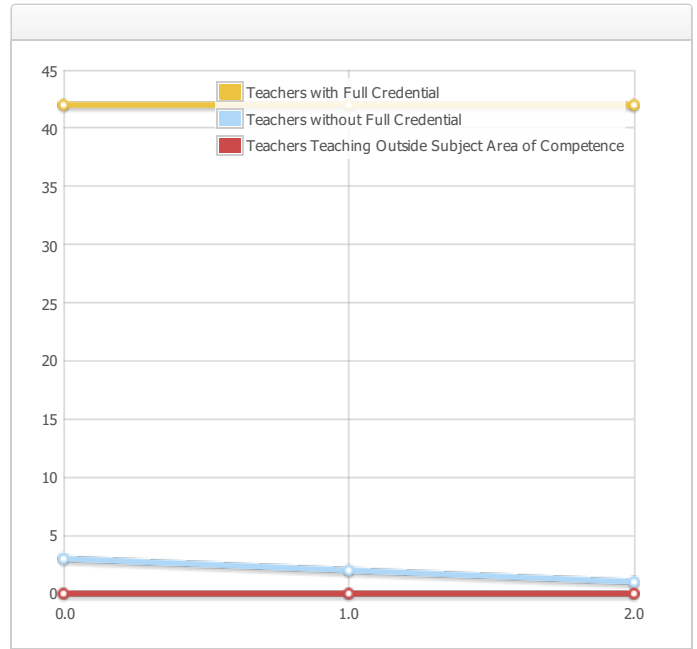
Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
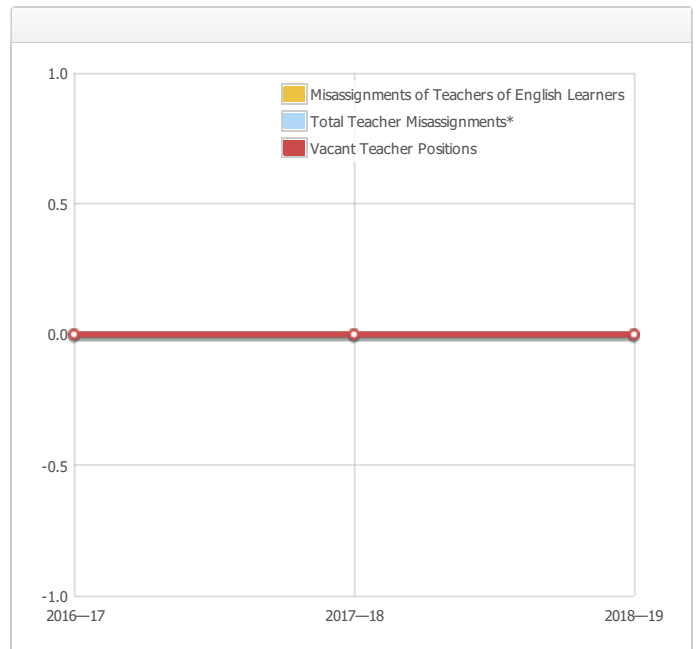
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 6: Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 6, 2012 Advanced English 7: Prentice Hall Literature T imeless Voices, T imeless T hemes, CA edition, 2002 Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 6, 2012 Advanced English 8: Prentice Hall Literature Timeless Voices, Timeless Themes, CA edition, 2002 Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 8, 2012 Advanced English 9: Pearson myPerspectives English Language Arts, 2017 Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 8, 2012 Advanced English 10:BFW Publishers Foundations of Language & Literature, 2018 Prestwick House Vocabulary Power Plus for College and Career Readiness Level 10, 2014 Prestwick House Reading Informational Texts, Level 3, 2012 AP English Language and Composition: BFW Publishers The Language of Composition 3rd Edition, 2018 Prestwick House Vocabulary Power Plus for College and Career Readiness Level 11, 2014 AP English Literature and Composition: Oxford University Press Elements of Literature, 4th edition, 1991 Bedford St. Martins's The St. Martin's Guide to Writing, 8th edition, 2008 Prestwick House Vocabulary Power Plus for College and Career Readiness, level 4, 2014	Yes	0.0 %
Mathematics	Advanced Math 6: Teacher created materials Advanced Math 7: Teacher created materials Integrated Mathethatics I: Math Vision Project, http://www.mathematicsvisionproject.org/, 2013 Integrated Mathematics II: Math Vision Project, http://www.mathematicsvisionproject.org/, 2013 Integrated Mathematics III: McGraw Hill Education Integrated Math 3, 2012 Pre-Calculus: Houghton Mifflin Precalculus with Limits a graphing approach, 4th edition, 2005 Calculus: John W iley & Sons, INC Single Variable Calculus,3rd edition, 2002 AP Statistics: BFW Publishers The Practice of Statistics 6th edition, 2018	Yes	0.0 %
Science	Advanced Science 6: Teacher created curriculum Advanced Science 7: Teacher created curriculum Advanced Science 8: Teacher created curriculum Advanced Biology: W.W. Norton Biology Now , 2015 Advanced Chemistry: Holt McDougal Modern Chemistry, 2012 Physics: Glencoe Science Physics Principles and Problems, 2009 Marine Science: Teacher created curriculum using online resources AP Biology: Pearson Campbell Biology in Focus AP edition 2014 AP Chemistry: Houghton Mifflin Chemistry 6th edition, media enhanced, 2006 AP Environmental Science: W .H. Freeman & Co Environmental Science for AP, 2012	Yes	0.0 %
History-Social Science	Social Studies 6: McDougal Littell World History Ancient Civilizations, CA edition, 2006 World History/Geography 7: McDougal Littell W orld History Medieval and Early Modern times, CA edition, 2006 US History and Geography 8: McDougal Littell Creating America A history of the United States beginnings through World War I, CA edition, 2006 Western Civilization and Culture: McDougal Littell Modern World History Patterns of Interaction,2007 AP European History: Bedford St. Martin's A History of western Society since 1300 for AP, 10th edition, 2011	Yes	0.0 %

McGraw Hill AP Achiever European History, 2017 AP European History: An Essential Coursebook
2nd Edition, 2015

AP U.S. History: Cengage learning The American Pageant AP edition, 16th edition, 2016
AMSCO, United States History preparing for the Avanced placement exam,3rd edition, 2016
W.W. Norton Voices of Freedom A documentary History Vol. I and II, 3rd edition, 2011
The New York Press A People's History of the United Stated Vol. I, Teaching edition, 2003

AP U.S. Government and Politics: Pearson American Governments Roots and Reform, 2012
election edition, 2014
Pearson American Government Readings and Cases, 19th edition, 2012

Foreign Language	Spanish I, II, III: Holt McDougal Avancemos I, II, III, 2010 Spanish IV: Avancemos IV, 2010 McDougal Littell Nuestro Mundo Curso Para Hispanohablantes, 2002 McDougal Littell Nuestro Mundo Curso Para Hispanohablantes Cuaderno de Actividades, 2002 AP Spanish Language: Vista Higher Learning Temas AP Spanish Language and Culture, 2014 Wayside Publishing Triangulo Aprobado, 2013 AP Spanish Literature and Culture: Houghton Mifflin Harcourt Abriendo Puertas Ampliando perspectivas, 201 Mandarin 1: Jiaying Howard and Lanting Xu Huanying an Invitation to Chineses Volume 1, 2009 Jiaying Howard and Lanting Xu Huanying an Invitation to Chinese Workbook Volume 1 and 2, 2009	Yes	0.0 %
Health	Elective Wheel 8: Holt Decisions for Health, Blue level, 2005	Yes	0.0 %
Visual and Performing Arts	Introduction to Guitar Class: Dorling Kindersley K.I.S.S. Guide to Playing Guitar, 2000 AP Music Theory: W.W. Norton The Musician's Guide to Theory and Analysis, 3rd edition, 2016 W.W. Norton The Musician's Guide to Aural Skills Ear-Training 3rd edition, 2016 AP Art Studio: Vilppu Drawing Manual, 1994 McGraw Hill Creative Drawing, 2nd edition, 2002 Dover Publications Animals in Motion, 1957 Dover Publications The Human Figure in Motion, 1955 Princeton Architecural Press Drawing from Life journal as Art, 2005 McGraw Hill Drawing from Observation, 2nd edition, 2009 McGraw Hill Launching the imagination, 5th edition, 2015 Drama I & II: Glencoe Exploring T heartre, 2005 AP Art History: Cengage Learning Gardner's Art Through the Ages, 15th edition, 2016	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2019

School Facility Conditions and Planned Improvements

The school is located on the east side of the University of California San Diego campus. The 72,000-square-foot facility cost over $13 million and was funded by several major private donors. The building and land are owned by the UC Regents, and all facilities were built entirely by private funds. There are 30 classrooms and additional multiuse facilities. The classrooms provide adequate space for our students. There are also adequate restrooms. There is a staff workroom and lunchroom. The buildings are maintained by staff members of the University of California and are held to the highest standards for cleanliness and safety. The facility is in good repair and is maintained in a manner that assures that it is clean, safe, and functional. Plans for expansion include a fabrication lab consisting of a computer lab and fabrication workshop. Modernization projects include re-roofing, HVAC replacement, and solar installations.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2012

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Admin bldg roof replaced, HVAC added to gym and coaching offices.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All drinking fountains have filtered water, some provide chilled water.
Safety: Fire Safety, Hazardous Materials	Good	in 2019 will be exploring updated security system.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2012

Overall Rating	Good

Last updated: 1/28/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	72.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	56.0%	43.0%	45.0%	37.0%	38.0%

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.

Last updated: 1/28/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	477	475	99.58%	72.00%
Male	233	233	100.00%	66.09%
Female	244	242	99.18%	77.69%
Black or African American	43	43	100.00%	69.77%
American Indian or Alaska Native				
Asian	64	64	100.00%	89.06%
Filipino	--	--	--	
Hispanic or Latino	239	237	99.16%	73.84%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	461	459	99.57%	71.90%
English Learners	275	275	100.00%	63.64%
Students with Disabilities	22	22	100.00%	36.36%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/28/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	477	475	99.58%	55.60%
Male	233	233	100.00%	54.98%
Female	244	242	99.18%	56.20%
Black or African American	43	43	100.00%	48.84%
American Indian or Alaska Native				
Asian	64	64	100.00%	82.54%
Filipino	--	--	--	
Hispanic or Latino	239	237	99.16%	51.90%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	461	459	99.57%	55.14%
English Learners	275	275	100.00%	43.59%
Students with Disabilities	22	22	100.00%	19.05%
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/28/2019

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

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/14/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

N/A

> Preuss does not currently have a Career Technical Education Program. As the school's mission statement indicates, the goal for all students is enrollment in a four-year college or university.

Last updated: 1/14/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/14/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	94.1%

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.1%	25.4%	32.5%
9	13.9%	36.1%	31.1%

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.

Last updated: 1/14/2019

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 2018—19)

Monthly PTA Executive Committee meetings to discuss shared goals and projects.

Monthly Saturday morning parent meetings: free parking, child care, guest speakers, translation, college prep information regarding application and registration process, financial aid applications

Monthly parenting classes led by social worker; topics include stress busters, positive parenting, family fun, self-esteem.

PTA President participates in monthly Board meetings.

Enrollment and Orientation Day Saturdays - Newly-enrolled students and their parents learn about school policies and procedures, complete forms, buy uniforms, get bus routes

9th and 10th grade student/parent Saturdays to review graduation requirements and college eligibility information.

11th Grade Student and Parent College Information Saturday

12th Grade Student and Parent College Information Saturday

12th Grade Financial Aid Saturday – UCSD financial aid team walks parents through the app online

Student Roundtables: Parents invited to discuss their student's performance and engagement, strategies for success

Computers 4 SD Kids non-profit offers discounted recycled computers to parents.

Parents have access to a user-friendly, real-time student data monitoring system (Aeries.com).

Annual parent survey to identify needs, satisfaction, concerns.

Parent Square used to send home advance notice of critical events, important updates, and emergency notifications, allows for texting, email, calls between individual teachers and individual parents also.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	1.5%	3.5%	3.3%	10.7%	9.7%
Graduation Rate	100.0%	97.8%	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.9%	3.7%	9.1%
Graduation Rate	95.3%	0.0%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
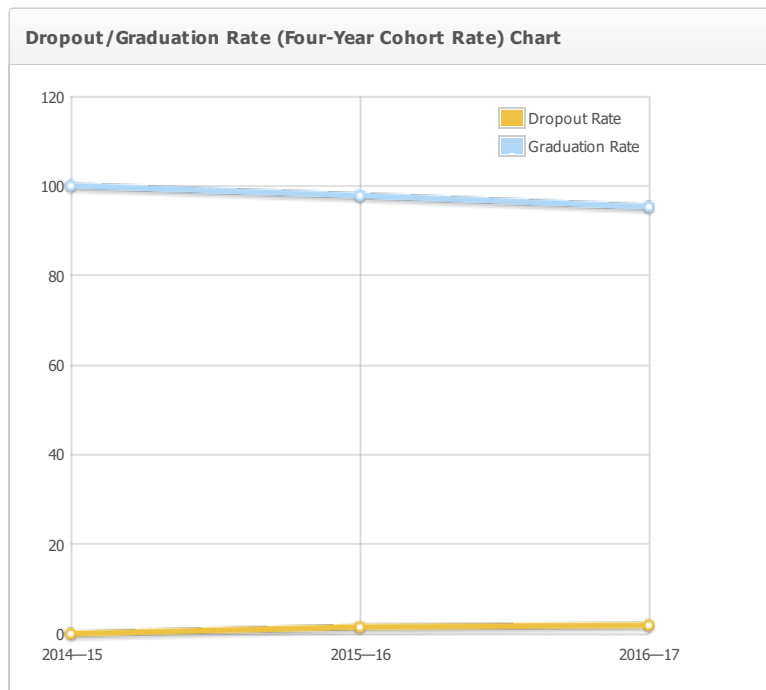
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/14/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group	School	District	State
All Students	97.1%	81.9%	88.7%
Black or African American	100.0%	78.4%	82.2%
American Indian or Alaska Native	0.0%	73.1%	82.8%
Asian	100.0%	87.1%	94.9%
Filipino	100.0%	89.2%	93.5%
Hispanic or Latino	97.0%	77.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	82.8%	88.6%
White	100.0%	87.2%	92.1%
Two or More Races	66.7%	84.4%	91.2%
Socioeconomically Disadvantaged	96.9%	80.4%	88.6%
English Learners	0.0%	38.8%	56.7%
Students with Disabilities	100.0%	51.6%	67.1%
Foster Youth	0.0%	66.7%	74.1%

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	3.6%	2.3%	1.8%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
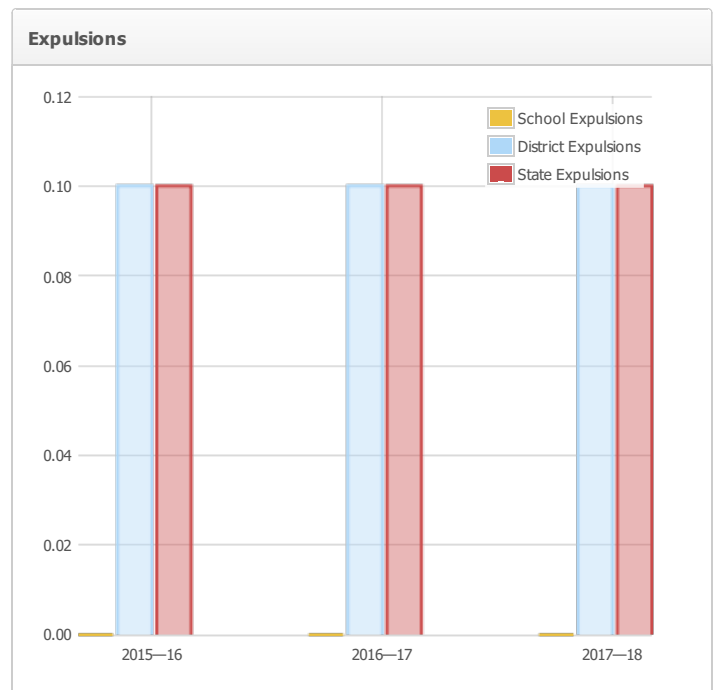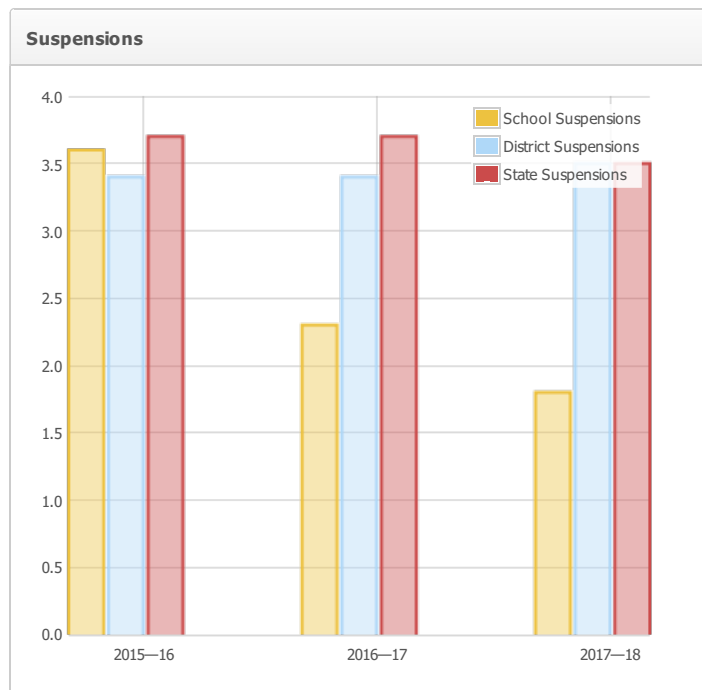
School Safety Plan (School Year 2018—19)

The school's safety plan was last reviewed and discussed during December 2018 general PTA meeting and included in our staff handbook. It includes:

Criterion 1: Assessing the Current Status of School Crime

Criterion 2: Child Abuse Reporting Procedures

Criterion 3: Disaster Procedures, Routine and Emergency

Criterion 4: Policies Related to Suspension, Expulsion, or Mandatory Expulsion and other School Designated Serious Acts which would lead to Suspension or Expulsion

Criterion 5: Notification to Teachers of Dangerous Pupils Pursuant to E.C. 49079

Criterion 6: A Sexual Harassment Policy Pursuant to E.C. 212.6 (b)

Criterion 7: The Provisions of Any School Wide Dress Code Pursuant to E.C. 35-183

Criterion 8: Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and From Work

Criterion 9: Safe and Orderly School Environment

Criterion 10 Safe School Plan Development (10 a, b, c, and d)

Appendix A: School Crime Data Reports

Appendix B: Emergency Preparedness Disaster Plan Policies / Procedures

Appendix C: Crisis Intervention Plan

Appendix D: The Preuss School Discipline Policy & Student Code of Conduct

Last updated: 1/15/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.0			
1	0.0			
2	0.0			
3	0.0			
4	0.0			
5	0.0			
6	29.0		33	
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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.0	1	32	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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.0	2	32	
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.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	7	20	4
Mathematics	28.0	5	17	6
Science	29.0	2	19	5
Social Science	30.0		16	8

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	11	24	
Mathematics	24.0	8	23	
Science	29.0		25	1
Social Science	29.0	1	23	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	9	21	3
Mathematics	25.0	10	19	1
Science	29.0	2	21	3
Social Science	31.0		20	3

* 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.

Last updated: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	410.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	2.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4044.0	$432.0	$3612.0	$76368.0
District	N/A	N/A	$6754.0	$80798.0
Percent Difference – School Site and District	N/A	N/A	-60.6%	-5.6%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-60.6%	-5.6%

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

Credentialed staff teach in their area of competency, 80 percent have advanced degrees, all participate in weekly professional development.

Facilities are in good repair with onsite custodians and building supervisor.

Standards-aligned college prep curriculum and digital resources available for on-site and home use.

Classrooms have one computer for each student.

Library hosts digital content, including Learnerator to prep for AP.

14 AP courses available.University prep advisory course for grades 6-12.

Saturday Enrichment Academy and after school tutoring to support students at risk academically.

Academic credit recovery possible during summer session to gain UC/CSU eligibility.

Resource specialists, instructional aides, tutors and mentors provide direct one-on-one services.

Support and guidance with college applications and financial aid, 100 percent apply.

Monthly PTA meetings on Saturdays with child care and translation.

Enrollment and Orientation Days, New Parent Academy, College Information Saturdays.

After school sports and clubs supported by late busing.

Guided by counselors and teachers, peer counselors work toward an anti-bullying environment.

Mentors provide individualized academic, career, and personal support.

UCSD tutors work with students in class.

Network of support provided by nurse, school psychologist, middle and high school counselors, social worker, clinical psychologist.
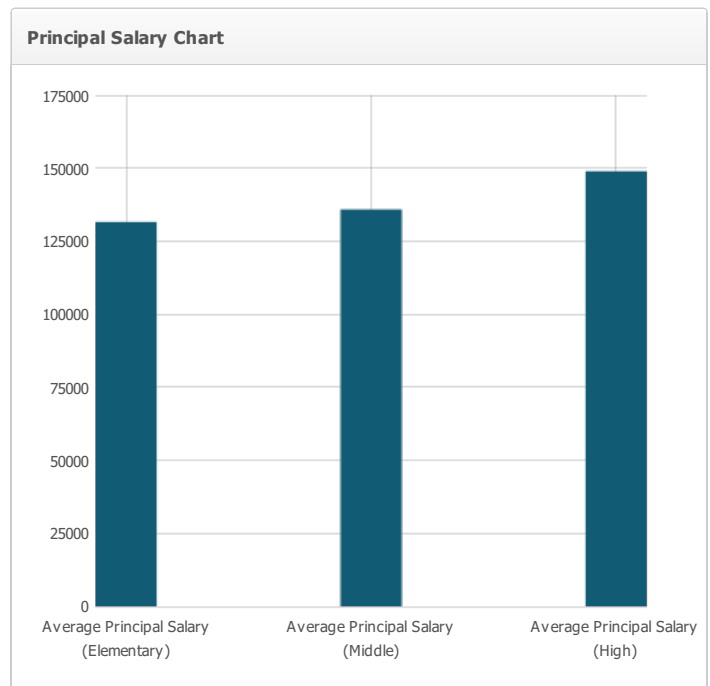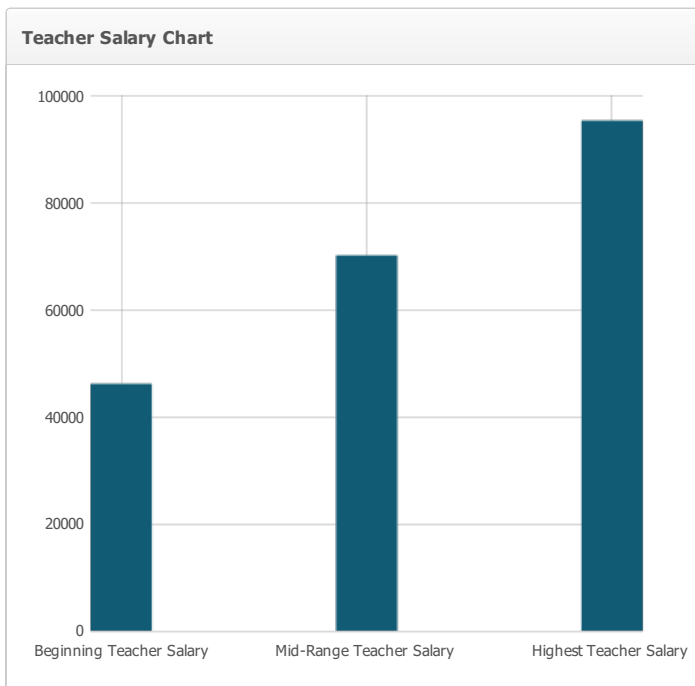
Last updated: 1/14/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category

Beginning Teacher Salary	$46,124	$47,903
Mid-Range Teacher Salary	$70,086	$74,481
Highest Teacher Salary	$95,262	$98,269
Average Principal Salary (Elementary)	$131,580	$123,495
Average Principal Salary (Middle)	$135,867	$129,482
Average Principal Salary (High)	$148,932	$142,414
Superintendent Salary	$275,000	$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/14/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	7	N/A
Fine and Performing Arts	4	N/A
Foreign Language	5	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	11	N/A
All Courses	31	41.8%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/11/2019

Professional Development

Teachers meet every Friday from 8:00-9:45am (105 minutes) for professional development, the equivalent of 8.75 days. The Preuss School UCSD's professional development focus is a multi-faceted, information-based process to improve the quality of teaching and is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning among staff. The focus is carried out through a continued commitment to putting students first including EL, special education, those with physical or learning disabilities, and gifted students. A sound and practical professional development program is a positive link to establishing effective instructional practices that enhance the knowledge of curriculum content, design and delivery. The goals are to develop professional knowledge and skills among teachers, set high student expectations and align them with the Common Core State Standards and discipline-specific standards (e.g., Next Generation Science Standards). We seek to establish and nurture a culture of Professional Learning Communities (PLCs) through collaboration in researching and applying best practices, including instructional technology. Data analysis and appropriate data systems inform the administration and faculty to determine the schoolwide focus, which includes a yearly analysis of progress on the most recent WASC Action Plan of Critical Learner Needs. Professional development occurs weekly for 105 minutes to include sufficient time and follow-up support provided for staff to master new content and strategies. Most importantly, the content of professional development at Preuss focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning.

Last updated: 2/1/2019