

Preuss School UCSD

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.
La Jolla, CA 92093-0536*

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	San Diego Unified	School Name	Preuss School UCSD
Phone Number	(619) 725-8000	Street	9500 Gilman Dr.
Superintendent	Cindy Marten	City, State, Zip	La Jolla, Ca, 92093-0536
E-mail Address	cmarten@sandi.net	Phone Number	858-822-3000
Web Site	www.sandi.net	Principal	Scott Barton
		E-mail Address	preussoffice@ucsd.edu
		Web Site	http://preuss.ucsd.edu
		County-District-School (CDS) Code	37683383731189

Last updated: 2/1/2017

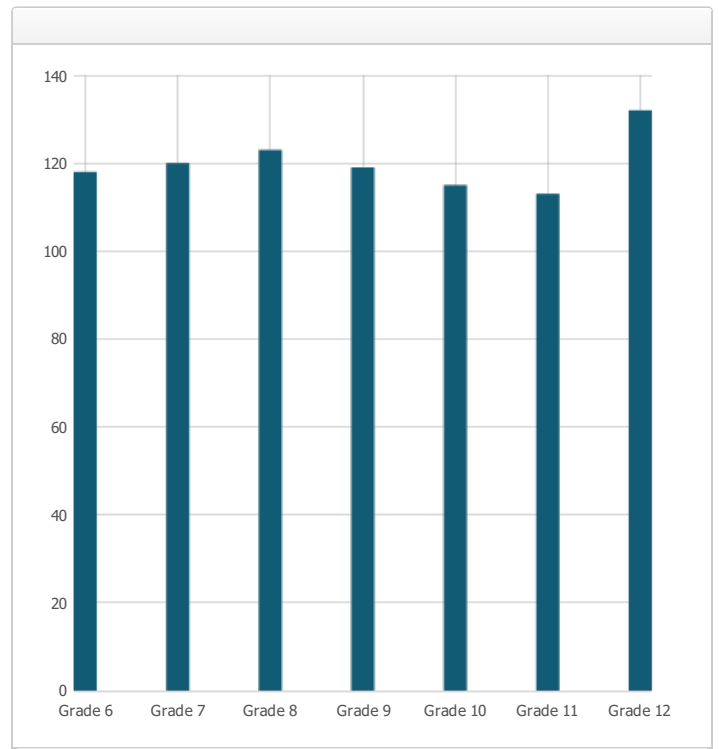
School Description and Mission Statement (School Year 2016-17)

The Preuss School UCSD 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 (UCSD). 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 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: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	118
Grade 7	120
Grade 8	123
Grade 9	119
Grade 10	115
Grade 11	113
Grade 12	132
Total Enrollment	840



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	9.5 %
American Indian or Alaska Native	0.1 %
Asian	16.4 %
Filipino	0.8 %
Hispanic or Latino	68.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.1 %
Two or More Races	2.4 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.7 %
English Learners	3.8 %
Students with Disabilities	3.7 %
Foster Youth	0.0 %

Last updated: 2/1/2017

A. Conditions of Learning

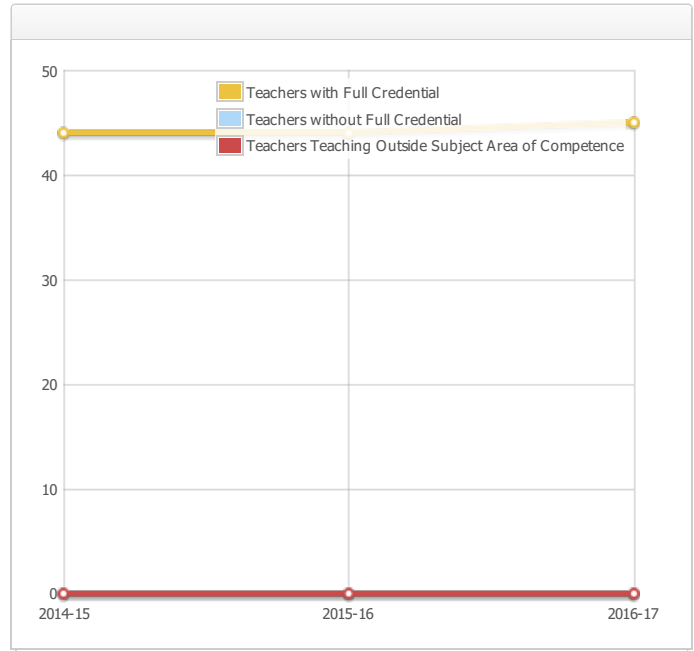
State Priority: Basic

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

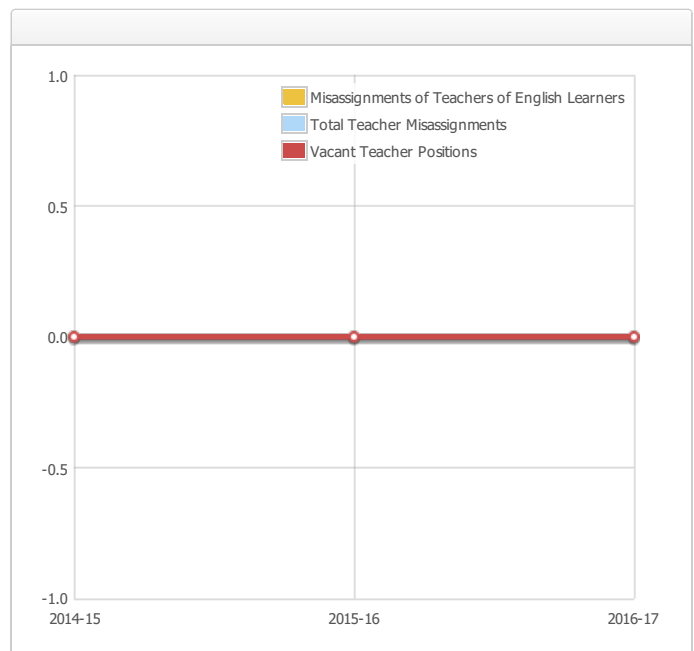
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	44	44	45	4243
Without Full Credential	0	0	0	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	349



Last updated: 1/30/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/23/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language Arts 6: Prentice Hall Literature Timeless Voices, Timeless Themes, CA edition, 2002</p> <p>Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 6, 2012</p> <p>Advanced English 7: Prentice Hall Literature Timeless Voices, Timeless Themes, CA edition, 2002</p> <p>Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 7, 2012</p> <p>Advanced English 8: Prentice Hall Literature Timeless Voices, Timeless Themes, CA edition, 2002</p> <p>Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 7, 2012</p> <p>Advanced English 9: Pearson myPerspectives English Language Arts, 2017</p> <p>Wordly Wise 3000 3rd edition, Systemnatic Academic Vocabulary Development Book 8, 2012</p> <p>Advanced English 10: Glencoe Literature The Reader's Choice Course 5, 2002</p> <p>Saslier-Oxford Vocabulary Workshop Level E, 2002</p> <p>Prestwick House Reading Informational Texts, level 3, 2012</p> <p>AP English Language and Composition: Glencoe Literature The Reader's Choice American Literature, CA edition, 2002</p> <p>Thomson Wadsworth Frames of Mind a rhetorical reader with occasions in wirting,2005</p> <p>Saslier-Oxford Vocabulary Workshop Level F, 2002</p> <p>AP English Literature and Composition: Oxford University Press Elements of Literature, 4th edition, 1991</p> <p>Bedford St. Martins's The St. Martin's Guide to Writing, 8th edition, 2008</p> <p>Prestwick House Vocabulary Power Plus for College and Career Readiness, level 4, 2014</p>	Yes	0.0 %
Mathematics	<p>Advanced Math 6: McDougall Littell Math Course 1, CA edition, 2008</p> <p>Advanced Math 7: McDougall Littell Math Course 2, CA edition, 2008</p> <p>Integrated Mathethatics I: Math Vision Project, http://www.mathematicsvisionproject.org/,</p>	Yes	0.0 %

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 Wiley & Sons, INC Single Variable Calculus, 3rd edition, 2002

AP Statistics: Pearson Stats Modeling the World AP edition, 2nd edition, 2007

Pearson AP Test Prep AP Statistics for Stats Modeling the World, 2nd edition, 2007

Science

Advanced Science 6: Holt Earth Science, CA edition, 2007

Advanced Science 7: Holt Science & Technology Life Science, CA edition, 2001

Advanced Science 8: Holt Science & Technology Physical Science, CA edition, 2001

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: Ocean First Foundation, <http://www.oceanfirstfdn.org/>, 2017

Astronomy: W.H. Freedman & Co Investigating Astronomy a conceptual view of the universe, 2012

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 World 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

McGraw Hill AP Achiever Europea History, 2008

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

Center for Civic Education We the People the Citizen and The Constitution level 3, 2009

Pearson American Government Readings and Cases, 19th edition, 2012

Yes

0.0 %

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

Yes

0.0 %

Wayside Publishing Triangulo Aprobado, 2013 AP Spanish Literature and Culture: Houghton Mifflin Harcourt Abriendo Puertas Ampliando perspectivas, 2013			
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 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 Architectural 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 Theatre, 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: 1/30/2017

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 \$13million and was funded by several major private donors. The building and land are owned by the UC Regents, and all facilities were builtentirely 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.

Last updated: 1/30/2017

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/26/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	73.0%	49.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	49.0%	58.0%	39.0%	42.0%	34.0%	36.0%

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.

Last updated: 1/23/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	120	100.0%	62.5%
Male	51	51	100.0%	47.1%
Female	69	69	100.0%	73.9%
Black or African American	15	15	100.0%	73.3%
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	85.0%
Filipino	--	--	--	--
Hispanic or Latino	75	75	100.0%	54.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	120	100.0%	62.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	119	99.2%	72.3%
Male	48	47	97.9%	66.0%
Female	72	72	100.0%	76.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	92.9%
Filipino	--	--	--	--
Hispanic or Latino	86	85	98.8%	65.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.2%	72.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	122	122	100.0%	72.1%
Male	62	62	100.0%	67.7%
Female	60	60	100.0%	76.7%
Black or African American	14	14	100.0%	64.3%
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	96.3%
Filipino	--	--	--	--
Hispanic or Latino	79	79	100.0%	65.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.0%	71.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	113	100.0%	85.8%
Male	50	50	100.0%	76.0%
Female	63	63	100.0%	93.7%
Black or African American	11	11	100.0%	81.8%
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	73	73	100.0%	82.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	110	100.0%	85.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	120	100.0%	49.2%
Male	51	51	100.0%	43.1%
Female	69	69	100.0%	53.6%
Black or African American	15	15	100.0%	46.7%
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	75.0%
Filipino	--	--	--	--
Hispanic or Latino	75	75	100.0%	42.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	120	100.0%	49.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	119	99.2%	54.6%
Male	48	47	97.9%	53.2%
Female	72	72	100.0%	55.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	71.4%
Filipino	--	--	--	--
Hispanic or Latino	86	85	98.8%	49.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	118	99.2%	54.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 2/1/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	122	122	100.0%	54.9%
Male	62	62	100.0%	48.4%
Female	60	60	100.0%	61.7%
Black or African American	14	14	100.0%	42.9%
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.0%	85.2%
Filipino	--	--	--	--
Hispanic or Latino	79	79	100.0%	45.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.0%	55.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	113	100.0%	72.6%
Male	50	50	100.0%	76.0%
Female	63	63	100.0%	69.8%
Black or African American	11	11	100.0%	45.5%
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	95.5%
Filipino	--	--	--	--
Hispanic or Latino	73	73	100.0%	67.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	110	110	100.0%	72.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76.0%	66.0%	63.0%	68.0%	65.0%	59.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: 1/23/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	237	235	99.2%	63.0%
Male	119	118	99.2%	62.7%
Female	118	117	99.2%	63.3%
Black or African American	25	25	100.0%	60.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	40	40	100.0%	95.0%
Filipino	--	--	--	--
Hispanic or Latino	163	161	98.8%	55.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	231	99.1%	62.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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: 1/23/2017

Career Technical Education Programs (School Year 2015-16)

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: 1/26/2017

Career Technical Education Participation (School Year 2015-16)

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: 1/26/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	82.0%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.3%	30.0%	40.8%
9	11.5%	29.2%	40.7%

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: 1/26/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

- 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.
- 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
- New Parent Academy: Welcome to parents of entering students with information on providing home environment conducive to learning, explanation of advisory, info on curriculum, resources, expectations, pathways of communication, services available.
- 12th Grade Student and Parent College Information Saturday
- 11th 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 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

Last updated: 1/26/2017

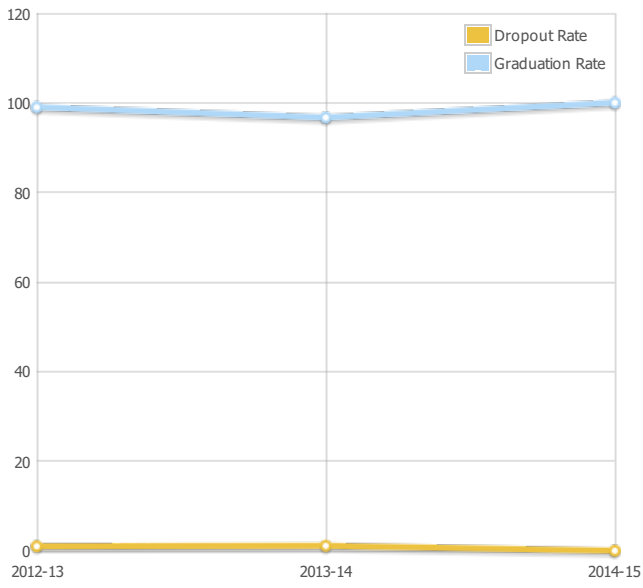
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.0%	1.1%	0.0%	5.2%	4.5%	3.5%	11.4%	11.5%	10.7%
Graduation Rate	99.00	96.70	100.00	87.90	89.70	89.40	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/26/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	99	79	85
Black or African American	100	73	77
American Indian or Alaska Native	0	75	75
Asian	100	89	99
Filipino	100	90	97
Hispanic or Latino	99	74	84
Native Hawaiian or Pacific Islander	100	82	85
White	100	85	87
Two or More Races	100	85	91
Socioeconomically Disadvantaged	51	77	77
English Learners	0	42	51
Students with Disabilities	100	47	68
Foster Youth	--	--	--

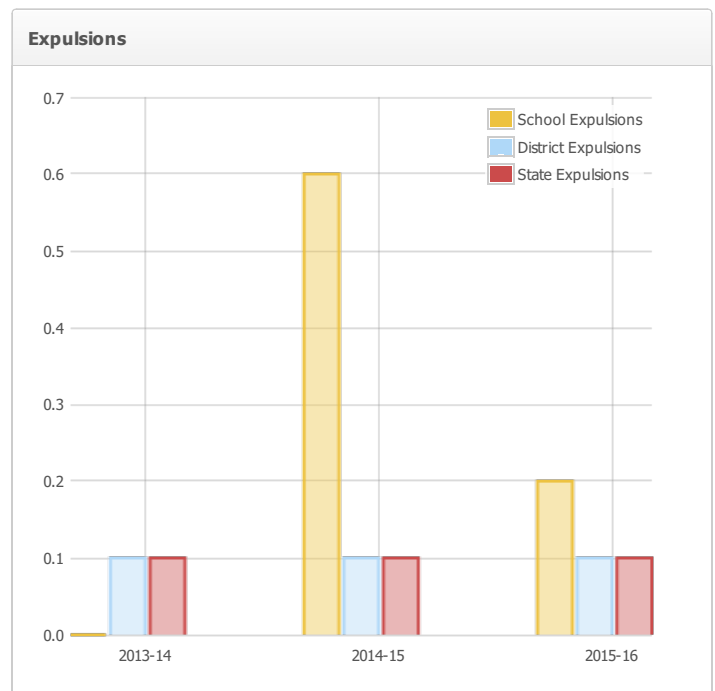
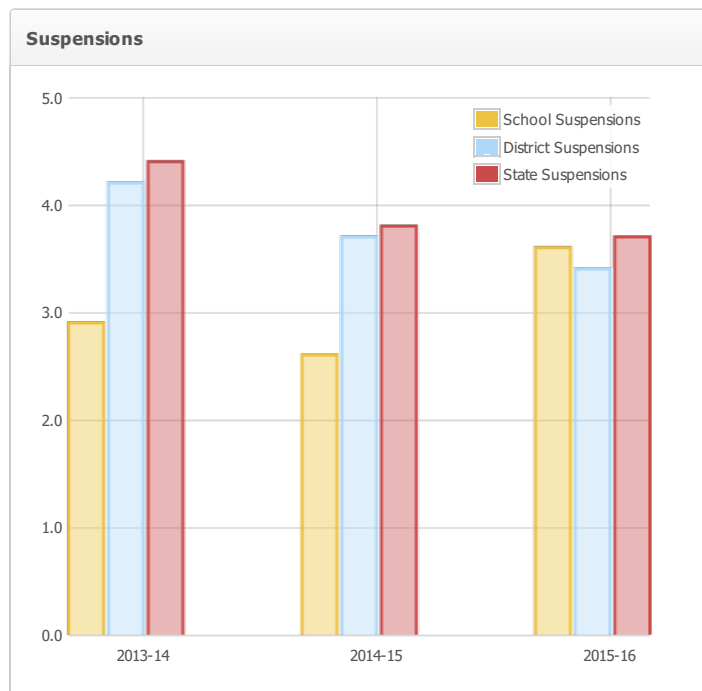
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.9	2.6	3.6	4.2	3.7	3.4	4.4	3.8	3.7
Expulsions	0.0	0.6	0.2	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

The school's safety plan was last reviewed and approved by the SAC in March of 2016. 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: 1/31/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	145
Percent of Schools Currently in Program Improvement	N/A	75.1%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	31.0	0	22	0	30.0	1	32	0	30.0			
Other	31.0	0	0	0	30.0	0	0	0	30.0			

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

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	0	24	0	26.0	5	19	6	29.0	2	26	5
Mathematics	28.0	4	18	3	28.0	4	19	5	28.2	4	25	2
Science	27.0	4	21	1	29.0	1	22	2	28.6	2	25	3
Social Science	30.0	1	18	3	30.0	1	19	4	28.9	1	22	2

* 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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	266.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	2.0	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: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9910.5	\$1682.6	\$8228.0	\$63049.0
District	N/A	N/A	\$5671.0	\$73582.0
Percent Difference – School Site and District	--	--	31.1%	-16.7%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	31.0%	-16.8%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

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.

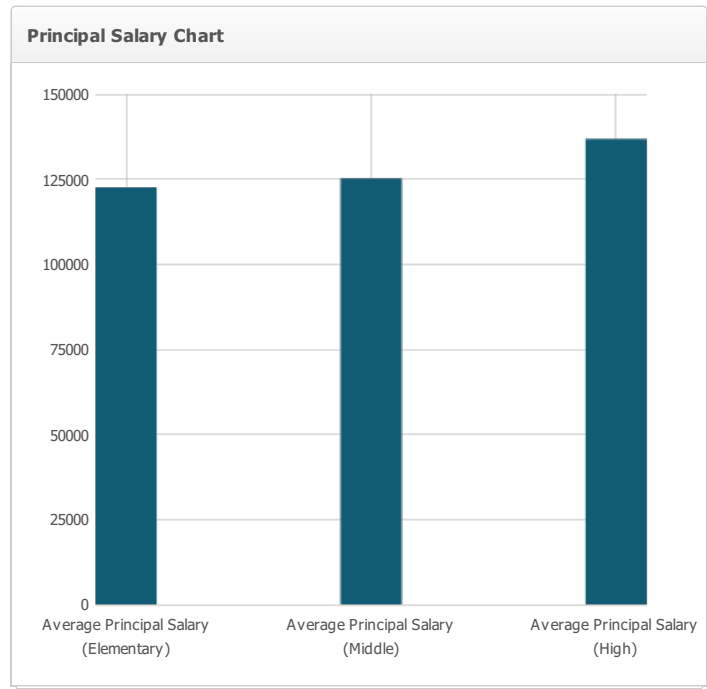
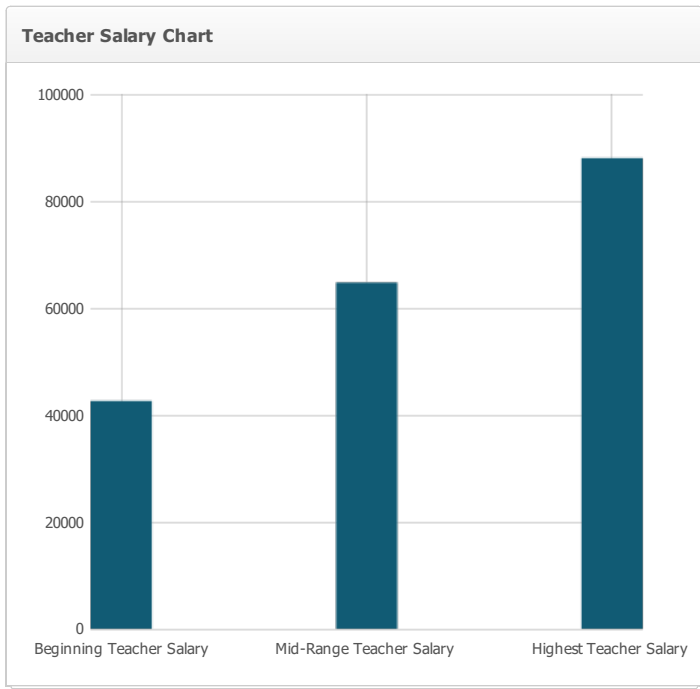
Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,632	\$45,092
Mid-Range Teacher Salary	\$64,780	\$71,627
Highest Teacher Salary	\$88,049	\$93,288
Average Principal Salary (Elementary)	\$122,585	\$115,631
Average Principal Salary (Middle)	\$125,249	\$120,915
Average Principal Salary (High)	\$136,833	\$132,029
Superintendent Salary	\$261,667	\$249,537

Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/31/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	3	N/A
All Courses	14	80.0%

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

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

Last updated: 1/31/2017

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: 2/1/2017