

**THE PREUSS SCHOOL
Updated LEA Plan 2011 - 2012**

California Department of Education
Specialized Programs Division

(CDE use only)
Application #

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later
than June 10, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA): **The Preuss School UCSD**

County/District Code: **37-68338-3731189**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)
November 1, 2011 to October 31, 2012**

Date of local governing board approval:

District Superintendent: Scott Barton

Address: 9500 Gilman Drive, 0536

City: La Jolla

Zip code: 92093-0536

Phone: 858-658-7404

Fax: 858-658-0988

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Scott Barton

Printed or typed name of Superintendent

Date

Signature of Superintendent

Dr. Sandra Daley

Printed or typed name of Board President

Date

Signature of Board President

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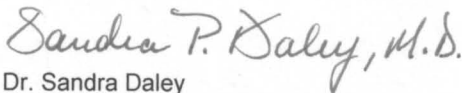

Scott Barton

11/3/11

Printed or typed name of Superintendent

Date

Signature of Superintendent


Dr. Sandra Daley

November 3, 2011

Printed or typed name of Board President

Date

Signature of Board President

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District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

The Preuss School

Description

The Preuss School UCSD is a 6-12th grade college preparatory grade charter school currently in its 13th year of operation. Authorized by the San Diego Unified School District in 1998 to provide an intensive college preparatory educational program that would enable students to attend college or university, the Preuss School targets low-income youth who demonstrate motivation to attend college and often who would be the first generation in their families to graduate from a four-year university. The school emphasizes a traditional liberal arts education complemented by the use of university resources to enhance teaching and learning and a focus on personalized instruction. Preuss is situated in a state of the art facility on the eastern edge of the University of California, San Diego (UCSD) campus in La Jolla, CA.

Background

The School was conceived out of a desire to provide to students of low-income backgrounds much needed access and opportunities to a college preparatory education that would allow them to matriculate to the University of California San Diego. In the mid 1990s, a group of faculty from UCSD, including Thurgood Marshall College Provost Cecil Lytle, collaborated to propose a 6-12th grade charter school that would be built and run by the university. Former Chancellor Robert Dynes took this idea to the faculty senate whose members agreed upon the need and believed that it was the mission of a land-grant university to find ways to better prepare young students for admission and success at the university. Peter and Peggy Preuss gave the first and most significant gift of \$5 million toward building the school. In addition, John Moores, the Walton Family Foundation, the Copley Family, Douglas Manchester, and the Coors family made significant financial gifts to support the school's development and operations.

Population and Demographic Data

The Preuss School opened in 1999 with 150 students (originally in portable buildings), and has increased enrollment by a grade level each year to serve over 800 students in grades 6-12. The first class of seniors graduated in 2004. Through continuity of leadership, commitment to success, high expectations for all students, and competent, highly qualified faculty, Preuss has made significant strides in helping low-income students graduate from high school and go onto attend a four-year college or university. Approximately 95% of the class of 2011 has been accepted to a four-year college or university. 81% of students were accepted to a UC campus and 31% have enrolled at a UC campus. Six of the school's graduates returned to the

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UC San Diego campus this fall as freshman students. In addition, several graduates are attending prestigious universities such as Brown, Duke, Georgetown, Harvard and Johns Hopkins.

The student body, which reflects the racial and ethnic makeup of the San Diego Unified School District, is diverse and spread throughout 41 zip codes in San Diego. The ethnic breakdown of students is as follows: 67% Hispanic, 19% Asian or Indo-Chinese, 11% African American, and 3% Caucasian. Ninety-eight percent of students come from neighborhoods south of Highway 8 and live in predominantly low-income neighborhoods. Students ride multiple modes of transportation to commute from distant neighborhoods including San Ysidro near the U.S. Mexican boards, Chula Vista and National City in the south, La Mesa and Spring Valley in the east, mid-city neighborhoods such as City Heights, and Southeast neighborhoods such as Barrio Logan and Logan Heights. Students are chosen through an open application and lottery process.

Mission and Goals

The mission of The Preuss School is to provide an intensive college preparatory curriculum and a learning environment in which students develop their academic, personal, and social abilities to become life-long learners and global citizens who contribute to and participate in a multicultural, democratic society. The School's main goal is to ensure that students who are from low-income families and who are traditionally under-represented in most colleges will be admitted to a university as the first generation in their families to attend college. To achieve this goal, the faculty applies research-based best practices to provide a rigorous single-track college preparatory curriculum for economically disadvantaged urban student populations. In ideal circumstances, the same teacher follows students from their University Prep (UP) advisory class from grades 6-12 to ensure personalized learning and strong academic support. The UP teachers offer student support consistent with the Guidance Department academic counselors. Through tutor-assisted teaching, parental involvement, and the extensive use of technology, students are supported to be academically, socially, and personally successful.

To ensure that students are qualified and admitted to college, Preuss is driven by the following values:

- **Mission-driven** with a determination to get and keep students on track for higher education through providing a supportive culture
- **Focused on college preparation** that teachers strive to make relevant and engaging as students learn content, skills, and application in real-world experiences of the different academic disciplines.
- **Committed to teaching for in-depth understanding and mastery** through an intensive, rigorous, challenging curriculum that differentiated instruction to include remediation, acceleration, more time on task, and alignment with state academic

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standards. Teachers examine student work and data to inform their decision-making about how best to teach and serve students.

- **Active in providing full support for students' academic and social needs** through easily accessible adult support in advisory programs, family and community partnerships, counseling, and mentoring.
- **Engaged, collaborative, and committed to ongoing professional development** as teachers learn together with the primary goal of improving student achievement.
- **Accountable to ourselves, to each other and to all Preuss stakeholder groups (parents, students, faculty, staff, community, UC educators)** through strong governance and fiscal management, maintaining an openness to generate creative solutions and empower all stakeholders in appropriate areas of leadership, with all efforts leading to continuous improvement.

The Preuss School provides an ideal classroom setting where students are continually encouraged and empowered to develop a greater sense of confidence and self-worth through self-sufficiency and a sense of pride in their academic accomplishments. The school fosters a culture of high academic performance in an environment that encourages risk taking, the art of questioning, and logical and critical thinking. Graduates will be stimulated to enjoy lifelong intellectual curiosity and dedication to continued learning. Preuss encourages the involvement of the community, family, and other institutions to share responsibility for encouraging young people to develop both as scholars and citizens.

Accomplishments

Preuss has received many accolades for its efforts towards the goal of helping students graduate and pursue higher education. Among these include:

- In June 2011, The Preuss School UCSD was named the nation's top miracle high school by Newsweek magazine. Preuss was given the No. 1 spot among what the magazine calls "transformative schools." Preuss also placed 34th in the nation overall for high schools in the United States.
- Named by State Superintendent Tom Torlakson as one of the 100 exemplary California public middle and high schools selected as a 2011 California Distinguished School.
- Named as a high performing 2010 Blue Ribbon School by the U.S. Department of Education
- Ms. Kelly Kovacic, Social Studies teacher and department chair was named as 2010 California Teacher of the Year.
- Posted API scores of 886 and 899 for the years 2010 and 2011 respectively
- A total of 766 Advanced Placement exams were taken by 295 high school students in thirteen different subjects in May 2011
- Ms. Anne Arts, Science teacher and department chair, received in 2010 the Amgen Award for Science Teaching Excellence

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These and other awards and accomplishments serve to support the San Diego Unified School District's goal of reducing the achievement gap among underrepresented students. Additionally, by building a college-going culture of learning for low-income students of color, the school serves as a model for other district schools about how to best improve the life choices of low-income students.

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Local Measures of Student Performance

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:*

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Student progress towards the School's goals and stated outcomes is assessed in a number of ways. Students demonstrate knowledge and advanced proficiency through a variety of formats, including but not limited to: essays, projects, teacher-created tests, oral presentations, media integration, and research. Rubrics, scoring guides, and expectations for assignments are provided to students in advance of due dates to ensure that students know what standards they are expected to meet.

In addition to California's state mandated assessments, The Preuss School administers the UC/CSU developed Mathematics Pre-Algebra Readiness Diagnostic Test. As one of several assessments created jointly by professors from the UC/CSU university systems, the Pre-Algebra Readiness test provides teachers and administrators with relevant and timely information about entering students' math skills. The results of this test are used to provide support to struggling students and to prepare students for the rigor and expectations of Preuss' mathematics curriculum.

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Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Strengths and Challenges

Since 2006, The Preuss School has made positive and significant gains in academic achievement. The school has consistently posted higher API scores each year of operation, and in 2010, exceeded its growth targets for all subgroups. With an overall API of 899, Preuss ranks among schools with the highest API scores in the state and the third highest high school score in San Diego County. It received a similar schools and statewide ranking of 10, which indicates that Preuss is among the highest 10% of schools statewide. By comparison, the 2010 API for similar schools (similar demographic characteristics) only reached 769.

From 2007-2011, the vast majority of students in grades 6-11 achieved a score or proficient or advanced on the English Language Arts (ELA) component of the California Standards Test (CST). 75% of student groups had mean scale scores at or near the advanced level. On the 2011 ELA CST, the percentage of Preuss' students scoring at the proficient or above level was 81%. At the middle school level, 82% of sixth graders scored proficient or advanced, 77% of 7th graders scored proficient or advanced, and 84% of 8th graders scored proficient or advanced. At the high school level, 77% of 9th graders, 90% of 10th graders, and 86% of 11th graders scored proficient or advanced.

Disaggregating the English Language Arts Assessment scores by ethnicity, at least 76% of the students in each of the school's major ethnic groups scored at or above the proficient level. However, until recently, Hispanic or Latino students have displayed material weakness in reading relative to school wide scores. Although there is no statistical difference among subgroups in 6th grade, by the time Hispanic or Latino students reach 11th grade, their subgroup scores are below the school scores.¹

The other subgroup exception is among English Language Learners. Compared to the 2010 ELA scores, in which 50% of ELLs scored proficient or advanced, in 2011 only 28% of ELLs scored proficient or advanced. Although the number of ELLs almost doubled from 2010 to 2011, the students whose first language is not English scored far below other subgroups.

Goals

Preuss has shown significant academic achievement growth, and plans to continue to work on improving academic outcomes for subgroups.

¹ Based on CST data through 2009-2010.

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- 1) Preuss will increase the CST ELA scores schoolwide. CST scores in ELA show that over 80% of students score at the proficient or advanced level. Over the next year, we plan to increase this number to 85% or higher.
- 2) Preuss will increase the CST ELA scores among both ELL and Hispanic or Latino student subgroups. Specifically, the school will focus on narrowing the achievement gap between 11th grade Hispanic students and their peers as well as between ELLs and English speaking students.
- 3) Students will improve reading comprehension of academic texts and improve understanding and application of academic language across disciplines.
- 4) To use data to better monitor and improve student performance, Preuss will implement a system for collecting, organizing, and distributing student data for teachers' use for instructional planning and student academic support.

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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Teachers use CA content standards to guide instruction. Over the past few years they have engaged in backward design between the standards and their curricula to ensure that their courses are aligned to the standards and they are teaching what students are expected to know.</p> <p>Staff have created standards aligned scope and sequences for each of the core classes the school offers.</p> <p>All of Preuss' professional development is focused on and aligned to the CA state standards.</p>	<p>Vice Principal and Language Arts Department</p> <p>Ongoing-Annually</p>		<p>No Additional Cost</p>	
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Preuss is committed to continue using state adopted and approved texts to promote alignment of instruction. At the middle school grades, Preuss adopted state approved materials for Language Arts. Teachers continue to use backward design strategies to become familiar with the curriculum as well as to create a clear map of how it is aligned with the standards. In the high school, Preuss uses state approved English, American Literature, and World Literature books. The school also relies on supplemental texts, such as <i>Day Book of Critical Reading and Writing</i> and <i>Vocabulary Workshop</i>.</p>	<p>Language Arts Department</p> <p>Ongoing-Annually</p>		<p>No Additional Cost</p>	

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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>Preuss was designed specifically to extend learning time for students. Structurally, Preuss features a longer school day (7 hours) and a longer school year (198 days). In each grade it offers 74,669 minutes of instruction per year compared to the state requirement of only 64,800 minutes.</p> <p>Preuss also offers extended learning opportunities through its Saturday Enrichment Academy. At risk students and students with weak reading or writing skills are strongly encouraged to participate in the Saturday Enrichment Academy to receive individual tutoring in the specific skill areas where they need help.</p> <p>Entering sixth graders receive a 2-hour block of literacy enrichment every day.</p> <p>During the school day, Preuss also provides students with extended learning time to catch up to grade level standards. Students in grades 8-11 scoring the Below and Far Below Basic levels on the English/Language Arts Assessment are specifically targeted for literacy and writing enrichment classes, such as Readers and Writers Workshop.</p> <p>Students are required to read 100 minutes each week (outside class). All students read for an additional 1hour a week in Advisory class through KBAR (Kick Back and Read). Classrooms are equipped with leveled readers so that all students can choose materials at their level.</p>	<p>Ongoing- Annually</p>	<p>Cost of coverage .1 FTE Teacher Salary</p> <p>Cost of .68 FTE of English Teacher</p>	<p>\$8,200</p> <p>\$109,000</p> <p>No Additional Cost</p>	<p>State Supplemental Hourly Funds</p> <p>Title I, Part A</p>

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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Preuss' students have access to technology to support and strengthen their literacy skills both in their classroom and in the school's computer lab. Every classroom is equipped with 15 thin client computers with full Internet access. Students can also access a class set of roving laptops. Preuss is considering further strengthening its technological capacity by increasing its number of laptops available for whole class activities.</p> <p>Students also have access to an online library catalog with an extensive collection of language arts resources.</p>	<p>Technology Committee and Staff</p> <p>Ongoing-Annually</p>		<p>No Additional Cost</p>	
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Staff members participate in 100 minutes of professional development each week. In the area of English/Language Arts, staff have been trained in the San Diego Writing Project, in backwards design between the standards and the English curriculum, have created standards aligned scope and sequences for their classes and are creating standards based interdisciplinary units of study; have been learning, modeling, demonstrating, and implementing literacy strategies to improve students' reading, writing, and speaking skills (e.g. Reciprocal Teaching), and are participating in lesson studies where they are engaging in step by step action research projects analyzing how to make lessons (curriculum and pedagogy) more effective.</p>	<p>Vice Principal and English/Language Arts Department</p> <p>Ongoing-Annually</p>	<p>Vice Principal's Salary .33 FTE</p> <p>English Department Chair</p> <p>Cost of trainers</p>	<p>\$45,000</p> <p>\$22,000</p>	<p>Title II</p> <p>Title I, Part A</p>

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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Preuss holds monthly Saturday morning parent meetings to discuss expectations and supplemental support services. Parents are encouraged to support their children at home by discussing their education expectations and creating a positive homework and learning environment. In addition, parents are notified if their student needs a Learning Contract as determined by their grades through the year.</p> <p>Parents are strongly encouraged to volunteer a minimum of 15 hours a year, preferably at the school. Preuss will continue its monthly parent outreach and education activities to promote a clear understanding of expectations for students and how parents can help their children in literacy at home.</p> <p>Preuss has a strong Parent Teacher Organization, which advocates on behalf of the parent body.</p>	<p>Principal and Counselor</p> <p>Ongoing-Annually</p>	<p>Counselors' Salary 2.0 FTE</p>	<p>\$181,000</p>	<p>Title I, Part A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Preuss has an orientation in August of each year to welcome those new students who have been admitted and to review the school's policies and procedures. Each student also meets with their advisor to review their transcripts and test results, set academic goals, and choose their classes for the year. In addition, as mentioned above,</p>	<p>Principal, Counselor, and Staff</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>

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<p>Preuss has parent conferences in the fall of each year and has monthly parent meetings.</p> <p>Progress reports, which communicate any academic issues students may be experiencing, are sent home every six weeks and report cards are issued each semester.</p> <p>Student roundtables are meetings of the student's parents/guardian, teachers, counselors, administrators, and any other specialists who work with the student. These clarify academic, behavioral, and/or personal issues and needs of the student. Collaboratively, an action plan with benchmarks and a timeline of objectives is implemented to help the student.</p>	<p>Ongoing-Annually</p>			
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring Program Effectiveness</p> <p>Preuss will monitor program effectiveness through results on the STAR and local assessments. The Vice Principal and staff review the results together. In addition, the principal meets with each teacher to discuss his or her students' growth. Preuss has included student achievement growth as a key factor in the school's teacher evaluation process.</p> <p>The principal provides training for staff on data-driven instruction and data analysis.</p>	<p>Vice Principal, Counselor, and Staff</p> <p>Ongoing and Annually</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Preuss actively targets students with below grade level skills (as measured by the CSTs) for additional academic supports in English/Language Arts.</p> <ol style="list-style-type: none"> 1. The 8th-10th grade students scoring in the Below and Far Below Basic levels are required to take a literacy enrichment class (e.g. Writer's Workshop) as part of the school's elective wheel. 2. Below grade level students have the opportunity to get receive after school tutoring each day. 3. At risk students are strongly encouraged to attend the school's Saturday Enrichment Academy 	<p>Principal, Counselor, Language Arts Department</p> <p>Ongoing-Annually</p>	<p>See #6 above or Counselor information</p> <p>See # 3 for costs for teachers providing additional academic supports to students</p>	<p>See #6 above or Counselor information</p> <p>See # 3 for costs for teachers providing additional academic supports to students</p>	<p>See #6 above or Counselor information</p> <p>See # 3 for costs for teachers providing additional academic supports to students</p>

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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>Preuss has also recruited 70 mentors to work with and support students on a spectrum of issues (e.g. self esteem improvement, college counseling).</p> <p>Teachers implement a targeted individualized ELA plan for students who don't pass the CAHSEE the first time.</p>	<p>Counselor Volunteer Coordinator</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>

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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Strengths and Challenges

Since 2007, The Preuss School has made academic gains. The School's API has remained consistently high, exceeding 800 every year, and the school has met or exceeded its growth targets for all numerically significant subgroups. With an overall API of 899, Preuss exceeded the state of California's interim growth target for high performing schools. It has a statewide API rank in the 10th decile and its scores place it in the top 10 percent of all schools in the state with similar demographic characteristics.

From 2007-2010, many Preuss students achieved proficient or better on the CST Mathematics assessment, with mean scale scores much higher than 350 (Proficient). On the 2011 CST math test, 63% percent of Preuss' students scored at or above the proficient level, which was a 10% increase from the previous year (52.7% proficient or advanced). In the 6th grade, 83% of the school's students scored at or above the proficient level, in 7th grade, 74% of students scored at or above the proficient level, and in the 8th grade, 85.2% of the students scored at proficient or advanced on the Mathematics assessment of the CST.

The school posted remarkable results on other CST Math assessments, as 100% of seventh graders who completed the Algebra I assessment scored proficient or advanced and 92% of participating eighth graders scored proficient or advanced on the Geometry assessment. Although 83% of the eighth graders scored proficient or advanced in Algebra I, only 63% of ninth graders scored proficient or advanced. 31% of ninth graders scored basic on the Algebra I assessment.

In contrast to the high Geometry scores among eighth graders, only 27% of ninth graders and 32% of tenth graders respectively scored proficient or advanced on the Geometry CST. Results of the Algebra II assessment showed that 67% of participating ninth graders scored proficient or advanced. However, only 29% of participating tenth graders and even fewer eleventh graders – 12% - scored proficient or advanced on the Algebra II assessment.

As evidenced in the WASC self-study process and report, African American students, a minority that have historically encountered difficulties with mathematics (Harper, S. Patton, L, 2009), demonstrate little or no relative weakness at Preuss. The 2011 7th grade CST math scores and the 11th grade CST scores are materially higher for the African American subgroup than the overall school scores. In contrast, the scores of Hispanic students across all grade levels except eighth are lower than overall school scores.

Overall, these assessments yield mixed evidence of student growth in mathematics, especially as lower scores at some grade levels offset extremely high scores at other grade levels. These types of results are difficult to generalize and therefore require a school wide approach.

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Goals

Preuss will continue to set its achievement goals, schoolwide as well as for its numerically significant subgroups, to exceed California's AYP achievement targets.

- 1) Preuss will increase CST Math scores schoolwide as well as for Hispanic or Latino student subgroups. CST scores in Math show that more students are scoring basic than proficient or advanced. Specifically, Algebra is a critical area and will continue to be a high priority.
- 2) Preuss will enable students to be successful in Algebra and advanced math by enabling them to develop in middle school algebraic thinking skills and in high school application of mathematical reasoning.
- 3) To use data to better monitor and improve student performance, Preuss will implement a system for collecting, organizing, and distributing student data for teachers' use for instructional planning and student academic support.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Teachers use CA content standards to guide instruction. Over the past several years they have engaged in backward design between the standards and their curricula to ensure that their course content is aligned to the standards and they are teaching what students are expected to know. Staff have created standards aligned scope and sequences for each of the core classes the school offers.</p> <p>Preuss' professional development is focused on and aligned to the CA state standards. Teachers will receive training in using data to monitor student performance and adjust instruction accordingly. In addition, Preuss will implement a system for collecting, organizing, and distributing student data for teacher' use for instructional planning and student academic support.</p>	<p>Math Department</p> <p>Ongoing-Annually</p>	<p>Cost of .41 FTE for Math Teacher</p>	<p>\$43,000</p>	<p>Title I, Part A</p>

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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Preuss' students have access to technology to support and strengthen their math skills both in their classroom and in the school's computer lab. Every classroom is equipped with 15 thin client computers with full Internet access. Students can also access a class set of roving laptops.</p> <p>Teachers and students use the computers for in depth investigations, graphing, and spreadsheet analysis. In addition, Preuss will be offering a before/after school math enrichment program next year that will include some Computer Assisted Instruction.</p>	<p>Technology Committee and Staff</p> <p>Ongoing-Annually</p>		<p>No Additional Cost</p>	
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Staff members participate in 100 minutes of professional development each week. In the area of math, staff have had training in backwards design between the standards and the math curriculum, have created standards aligned scope and sequences for their courses; are participating in lesson studies where they are engaging in step by step action research projects analyzing how to make lessons (curriculum and pedagogy) more effective; learning to use differentiated instruction, and learning to use multiple forms of data to drive instruction and improve student understanding and mastery.</p>	<p>Vice Principal and Math Department</p> <p>Ongoing-Annually</p>	<p>Vice Principal's Salary .33 FTE</p> <p>See #1 above</p>	<p>\$45,000</p>	<p>Title II</p> <p>Title I, Part A</p>

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<p>ICLEAR, or Inquiry, Collaboration, Linking, Evidence, Application, Research, is a framework developed and implemented by faculty to ensure students are learning and which reflects the stages students need to progress through in learning a concept, in solving problems, in creating products, and in applying what they have learned to the world they live in.</p>				
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Preuss will have parent conferences in the fall to discuss student achievement results and get students signed up for supplemental support services. In addition, parents will be notified if their student needs a Learning Contract as determined by their grades through the year.</p> <p>Parents are strongly encouraged to volunteer a minimum of 15 hours throughout the school year. Preuss will continue its monthly parent outreach and education activities to promote a clear understanding of expectations for students and how parents can help their children in literacy at home.</p> <p>Preuss has a strong Parent Teacher Organization, which advocates on behalf of the parent body.</p> <p>Progress reports, which communicate any academic issues students may be experiencing, are sent home every six weeks and a report card is issued each semester.</p>	<p>Principal and Counselor</p> <p>Ongoing-Annually</p>	<p>Counselors' Salary, 2.0 FTE</p>	<p>\$181,000</p>	<p>Title I, Part A</p>

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Description of Specific Actions to Improve Education Practice in Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring Program Effectiveness: Preuss will monitor program effectiveness through results on the STAR, local, and classroom assessments. The Principal and staff will review the results together. In addition, the principal meets with each teacher to discuss his or her students' growth. Preuss has included student achievement growth as a key factor in the school's teacher evaluation process.</p> <p>Preuss administers the Mathematics Pre-Algebra Readiness Diagnostic Test, which provides teachers and administrators with relevant and timely information about entering students' math skills and allows them to offer to students real-time intervention.</p> <p>The Vice Principal and counselor will emphasize training for staff to be able to interpret the data and use it to inform their instruction.</p>	<p>Vice Principal, Counselor, and Staff</p> <p>Ongoing and Annually</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>

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<p>9. Targeting services and programs to lowest-performing student groups: Preuss actively targets students with below grade level skills (as measured by the Math CSTs) for additional academic supports.</p> <p>A) The 7th-11th grade students scoring in the Below and Far Below Basic levels are required to take a math enrichment class as part of the school's elective wheel.</p> <p>B) Below grade level students get tutoring in their mandatory extended day class each day.</p> <p>C) Below grade level students are strongly encouraged to attend the school's Saturday Enrichment Academy</p> <p>D) UCSD students offer tutoring to students needing assistance in Algebra and Geometry almost every Saturday while students are in session.</p> <p>E) Preuss math teachers also provide tutoring after school Monday through Thursday for anyone who wants to attend</p>	<p>Principal, Counselor, Language Arts Department</p> <p>Ongoing-Annually</p>	<p>See #6 above for Counselor information</p> <p>See # 3 for costs for teachers providing additional academic supports to students</p>	<p>See #6 above for Counselor information</p> <p>See # 3 for costs for teachers providing additional academic supports to students</p>	<p>See #6 above for Counselor information</p> <p>See # 3 for costs for teachers providing additional academic supports to students</p>
<p>10. Any additional services tied to student academic needs:</p> <p>70 mentors work with and support students on a spectrum of issues (e.g. literacy tutor, self esteem improvement, college counseling).</p>	<p>Counselor</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>	<p>See #6 above for Counselor information</p>

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Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Preuss does not receive Title III funding. Therefore, this section is Not Applicable to the School.

NCLB Title III Requirements		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;	N/A
	1b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;	N/A

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NCLB Title III Requirements		Description of how the LEA is meeting or plans to meet this requirement.
	<p>1c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	N/A
	<p>1d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	N/A
NCLB Title III Requirements		Description of how the LEA is meeting or plans to meet this requirement.
	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	N/A

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NCLB Title III Requirements		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	N/A

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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No N/A	If yes, describe:
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No N/A	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No N/A	If yes, describe:
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No N/A	If yes, describe:

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	NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No N/A	If yes, describe:
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No N/A	If yes, describe:
	10. Other activities consistent with Title III.	Yes or No N/A	If yes, describe:

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Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p>
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Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	N/A
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	N/A
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		N/A
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		N/A

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Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>

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Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No N/A	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No N/A	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No N/A	If yes, describe:

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Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	Yes or No N/A	If yes, describe:
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

The Preuss staff is committed to hiring highly qualified teachers for each academic area. All teachers teach in their core academic subject area with a major in that area. Teachers are fully credentialed or are UCSD interns competent in their subject area. All teachers are CLAD/BCLAD or CTEL-certified and 100% of teachers meet NCLB requirements. Over 85% of Preuss' teachers have an advanced degree, a master's degree in the subject area they teach or a doctorate.

Summary of Needs and Strengths for Professional Development

STRENGTHS	NEEDS
<p>Staff have 105 minutes of professional development opportunities on Friday mornings each week from 8:00-9:45am, where all faculty and staff participate.</p> <p>PD is centered around:</p> <ol style="list-style-type: none"> 1) Instructional Improvement, including Lesson Study carried out by a collaborative teacher team; resources include ACSD online reference of print materials, videos, interviews, and other data in a variety of topics, with the most current research in best practices 2) Curriculum Implementation, using Marzano's <i>Classroom Strategies that Work</i> and <i>Understanding By Design</i> (Wiggins and McTighe) as frameworks for planning standards-based units 3) Professional Organizations, which provide workshops, conferences, presentations (all related to meeting students needs) 4) School and Organizational Development, which 	<p>Ongoing focus on the writing process and creating common expectations across the school</p> <p>Ongoing training on assessment and accountability focused specifically on evidence that students truly understand what they have been taught</p> <p>Ongoing review of protocols for examining student work (e.g. using data to inform instruction, testing data, etc.).</p> <p>Ongoing review of current research on best practices in subject specific areas (e.g. English, Math, Science, and Social Studies)</p> <p>More funding for faculty to attend outside professional development events and workshops</p>

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<p>helps create clarity and commitment to goals at all levels and to participate in processes that provide feedback for renewal and continuing learning.</p> <p>Implementation of Individual Professional Development Plans in which teachers work both individually and departmentally in reaching goals self-selected from the California Standards for the Teaching Profession</p> <p>Through the school's partnership with the University, Preuss often has professors provide collaborative professional development.</p> <p>New teachers receive training in backwards design between the standards and the curriculum, have created standards aligned scope and sequences for their classes and are creating standards based interdisciplinary units of study.</p> <p>Teachers continue to learn, model, demonstrate, and implement literacy strategies to improve students' reading, writing, and speaking skills (e.g. Reciprocal Teaching).</p>	<p>Increased focus on effective strategies for working with special student populations, i.e. special education students, GATE (gifted and talented education), English Language Learners.</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>As mentioned in the needs assessment section, professional development at Preuss is developed around four major strands, all of which are grounded in research on best practices in education. These activities will improve achievement because they ensure that our staff has a clearer idea of what students are expected to know vis a vis the standards, they provide a clearer idea of how to effectively implement curricula, and they include pedagogical strategies to use to ensure that students are learning. Overall, the training provides teachers with skills and increases their capacity to teach students who are performing below grade level.</p>	See #1	See #1	See #1	See # 1
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Professional development will continue to have a positive impact on student academic achievement because it is focused on student outcomes. Teachers are trained to be able to provide a snapshot of student learning at any given time, as well as to determine if any particular groups are falling behind or under performing. When the latter occurs, teachers are able to provide immediate intervention to help individual students move forward. Subject specific training has empowered teachers with knowledge and skills to ensure that their students master the standards.</p>	See #1	See #1	See #1	See # 1

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>All of Preuss' professional development activities will be placed in the school's Schoolwide Plan for school improvement, which lists all of the school's improvement strategies as well as the action steps needed for implementation and timeline. The school's administrator and department heads will take responsibility for organizing and implementing all of the strategies, including professional development.</p>	<p>Vice Principal, Department Heads, and Staff</p> <p>Ongoing-Annually</p>		<p>No Additional Cost</p>	
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>The professional development stated in this plan is based on results of the STAR tests, CELDT, CAHSEE, UC/CSU Math Diagnostic and other student outcomes. Each workshop or training is evaluated through evaluation forms and/or a teacher survey to determine the extent to which it met each teacher's needs. Training will continue to be implemented through the school's department structure. See #1, #4, and #9 for specific professional development offerings.</p>	<p>Administrator and Task Forces/Staff</p> <p>Ongoing-Annually</p>		<p>No additional cost for evaluate See questions 1, 4, and 9 for professional development costs</p>	

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Preuss will spend the required 25 percent of its Title II, Part D funding on professional development. Preuss' staff members need training in data analysis. In addition, Preuss will specifically engage in BTSA support for new teachers.</p> <p>As with all of the school's other improvement strategies, this will be integrated with other professional development through the school's Schoolwide Plan for school improvement.</p>	<p>Professional Developer and All Staff</p> <p>Ongoing-Annually</p>	<p>Cost of training</p>		
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>See # 6 above.</p>	<p>See #6</p>	<p>See #6</p>	<p>See #6</p>	<p>See #6</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Preuss has had whole staff and department discussions and solicited input from parents at governance meetings in order to determine the school's professional development priorities and specific professional development activities.</p> <p>Preuss will engage in an annual review of its professional development priorities and activities based on evaluations of the effectiveness of current year training.</p>	<p>Administrators, Professional Developer, and All Staff</p>		<p>No Additional Cost</p>	

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119 (Highly Qualified):</p> <p>Preuss will provide funds to support beginning teachers' continuing development.</p>	<p>Vice Principal, New Teachers who are in BTSA</p> <p>Annually-Ongoing</p>	<p>Training Costs Preparation and Exam costs</p>	<p>\$5,000</p>	

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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Preuss does not receive Title IV funding. Therefore, this section is not applicable to the school.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
N/A	

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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
N/A

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Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
N/A	

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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Preuss does not receive Title IV funding. Therefore, this section is Not Applicable to the School.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: __NA__ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
The percentage of students that have used marijuana will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %

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<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th — % 11th — %</p>	<p>7th — % 9th — % 11th — %</p>
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>_____ %</p>	<p>_____ %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: NA Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

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The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data
N/A		

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Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

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Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		
	Youth Development, Caring Schools Caring Classrooms		
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

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Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

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Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

N/A

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

N/A

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Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

N/A

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

N/A

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Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

N/A

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

N/A

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TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

N/A

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
N/A	

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Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

Over 80% of students who enter The Preuss School as freshman graduate from Preuss. More than 94% of these students are admitted to a four year college or university. However, the School would like to retain and graduate a higher percentage of entering students.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<p>Preuss administers the CAHSEE to all students beginning in tenth grade. Since 2007, all but two students have passed the CAHSEE Math and ELA subtests on their first attempt in 10th grade.</p> <p>Students who do not pass on the first try are provided with a support intervention class in either ELA or Math.</p> <p>All seniors are required to apply to the University of California and the California State University (with option to apply to other universities/colleges as well).</p> <p>Students have the opportunity to earn one of three diplomas,</p>	<p>90-110</p>	<p>Counselor, Teachers and Principal</p>	<p>Continue to monitor passage rates and provide additional support for ELL students.</p> <p>Annually track the number of students who apply to college vs. those who attend.</p>	<p>N/A</p>

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	Basic (270 credits, which is more than San Diego Unified), Honors, which is the basic diploma plus 271-319 credits, 3.0 or higher GPA, and High Honors, with a 3.5 GPA.				
5.2 (Dropouts)	<p>Preuss has not experienced student attrition over the past several years. The Counselor and advisors work with each student to ensure that they are successful in the school's rigorous academic program. Students with below grade level skills are required to participate in enrichment classes to accelerate their learning and get them up to grade level.</p> <p>Students also have numerous tutoring options available to them after school and on Saturdays. Each student has a UP advisory class, which provides personalized learning and support.</p> <p>In addition, Preuss has recruited over 70 mentors to support the students in their social-emotional growth.</p>	800	Counselor and Staff	Continue to monitor and evaluate effects of counseling and advising through a student survey.	NA

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<p>5.3 (Advanced Placement)</p>	<p>Preuss offers a rigorous academic program that meets the UC entrance requirements. The number of AP courses offered has grown to 10. Students in the upper grades are required to take AP courses in English, Math, Science, and History.</p>	<p>800</p>	<p>Department Chairs</p>	<p>Continue to monitor and evaluate effects of AP classes through a student survey and achievement analysis.</p>	<p>NA</p>
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Not Applicable

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Not Applicable

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Not Applicable

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

Not Applicable

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Additional Mandatory Title I Descriptions

(Continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Preuss is currently a charter school of choice. It is not a PI school and therefore does not need to provide transportation to non-PI schools or offer supplemental services.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

All of Preuss' school improvement strategies, including professional development funded by Title I and Title II, are included in the school's Schoolwide Action Plan for school improvement. This plan serves as an implementation plan for each strategy. Preuss' School Advisory Committee monitors the implementation of the plan and the school's instructional leaders and departments are responsible for turning the strategies into reality.

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Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Preuss coordinates the expenditure of its federal and state categorical money along with other school improvement related funding through its administrative team. As mentioned above, all of the school's strategies for school improvement are integrated into one Schoolwide Action Plan that is implemented by the school's instructional leaders and departments.

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ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

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- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

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22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

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32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

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TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

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- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

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- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

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SIGNATURE PAGE

Scott Barton
Print Name of Superintendent

Signature of Superintendent

Date

**Appendix A
LEA Plan Needs Assessments**

I. Academic Achievement

A. Summary of Strengths and Challenges

Over the past five years, Preuss students have made significant gains in academic achievement. The school has consistently posted high API scores each year, and in 2010 Preuss exceeded its API growth targets for all subgroups. With an overall API of 899, Preuss ranks among schools with the highest API scores in the state and the third highest score in San Diego County. It received a similar schools and statewide ranking of 10, which indicates that Preuss is among the highest 10% of schools statewide. By comparison, the 2010 API for schools with similar demographic characteristics only reached 769.

From 2007-2010, the vast majority of students in grades 6-11 achieved a score or proficient or advanced on the English Language Arts (ELA) component of the California Standards Test (CST). 75% of student groups had mean scale scores at or near the advanced level. On the 2011 ELA CST, the percentage of Preuss' students scoring at the proficient or above level was around 80%. On the middle school level, 72% of sixth graders scored proficient or advanced, 77% of 7th graders scored proficient or advanced, and 84% of 8th graders scored proficient or advanced. On the high school level, 76.4% of 9th graders, 90% of 10th graders, and 86% of 11th graders scored proficient or advanced.

Disaggregating the English/Language Arts Assessment scores by ethnicity, at least 76% of the students in each of the schools major ethnic groups scored at or above the proficient level.

One area for improvement is among the Hispanic subgroup. Hispanic/Latino students display material weakness in reading relative to school wide scores. Although there is no statistical difference among subgroups in 6th grade, by the time Hispanic or Latino students reach 11th grade, their subgroup scores are below the school scores.² Another area of concern is among English Language Learners. This is not a numerically significant subgroup, but the scores of ELL students have been 50% or lower for the past two years. As illustrated by Table 1, ELLs made consistent gains in the API score from 2009-2011.

² Based on CST data through 2009-2010.

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B. STAR Assessments: Data Tables

Table 1: API Scores Schoolwide and by Numerically Significant Subgroups

	2009 Base	2009-2010 Growth	2010-2011 Growth
Schoolwide	894	886	899
Numerically Significant Sub-Groups			
English Language Learners	883	854	866
Latino/Hispanic	884	868	885
Asian	936	942	944
Socioeconomically Disadvantaged	894	886	899

- Schoolwide, Preuss is a high performing school as measured by the API because its overall score is greater than 800. Between the 2009 and 2011 school years, both schoolwide and subgroup results varied slightly. However, the school exceeded its growth targets for all subgroups in 2011.
- Preuss' API score ranks it above 90 percent of all schools in California. Its Similar Schools rank of 10 places it in the top 10 percent of schools that have similar demographic characteristics.
- Subgroup growth targets have been met in each year (ethnic makeup of Preuss has remained consistent).

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Table 2. English/Language Arts Standards Assessment Scores by Level

CST English-Language Arts								
Year	Result Type	6	7	8	9	10	11	EOC
2007-2008	Students Tested	105.0	106.0	107.0	120.0	109.0	96.0	
	% of Enrollment	100%	100%	100%	100%	100%	100%	
	Students with Scores	105.0	106.0	107.0	120.0	109.0	96.0	
	Mean Scale Score	372.5	397.1	381.0	401.6	375.1	390.4	
	% Advanced	29%	43%	39%	53%	30%	42%	
	% Proficient	47%	46%	40%	37%	43%	39%	
	% Basic	21%	9%	17%	8%	22%	18%	
	% Below Basic	4%	1%	4%	2%	4%	2%	
% Far Below Basic	0%	0%	0%	0%	1%	0%		
2008-2009	Students Tested	110.0	109.0	110.0	106.0	111.0	101.0	
	% of Enrollment	100%	100%	100%	100%	100%	100%	
	Students with Scores	110.0	109.0	110.0	106.0	111.0	101.0	
	Mean Scale Score	385.8	376.6	390.7	390.1	395.4	383.3	
	% Advanced	38%	27%	43%	44%	54%	35%	
	% Proficient	45%	51%	43%	42%	36%	46%	
	% Basic	15%	19%	14%	13%	9%	18%	
	% Below Basic	2%	3%	1%	1%	1%	1%	
% Far Below Basic	0%	0%	0%	0%	0%	1%		
2009-2010	Students Tested	170.0	112.0	117.0	112.0	97.0	100.0	
	% of Enrollment	99%	100%	100%	100%	100%	100%	
	Students with Scores	170.0	112.0	117.0	112.0	97.0	100.0	
	Mean Scale Score	378.4	385.5	370.5	397.3	390.0	407.7	
	% Advanced	35%	41%	32%	51%	54%	62%	
	% Proficient	38%	39%	38%	42%	33%	30%	
	% Basic	26%	17%	25%	7%	11%	8%	
	% Below Basic	1%	3%	3%	0%	2%	0%	
% Far Below Basic	0%	0%	2%	0%	0%	0%		

From 2007-2010, the vast majority of students in grades 6-11 achieved a score of Proficient or Advanced on the CST ELA test with a success rate of over 80% for 11th graders. 75% of groups have mean scale scores at or near the Advanced level. In 2011, 704 students were tested in the ELA CST. 80.5% of students tested scored proficient or advanced.

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Table 3. Math Standards Assessment Scores by Level

CST Mathematics		6	7	8	9	10	11	EOC
Year	Result Type							
2007-2008	Students Tested	105.0	83.0					
	% of Enrollment	100%	78%					
	Students with Scores	105.0	83.0					
	Mean Scale Score	377.4	382.3					
	% Advanced	22%	23%					
	% Proficient	46%	61%					
	% Basic	30%	13%					
	% Below Basic	3%	2%					
	% Far Below Basic	0%	0%					
2008-2009	Students Tested	110.0	95.0					
	% of Enrollment	100%	87%					
	Students with Scores	110.0	95.0					
	Mean Scale Score	405.4	370.1					
	% Advanced	41%	17%					
	% Proficient	46%	49%					
	% Basic	11%	28%					
	% Below Basic	2%	4%					
	% Far Below Basic	0%	1%					
2009-2010	Students Tested	171.0	90.0					
	% of Enrollment	100%	80%					
	Students with Scores	171.0	90.0					
	Mean Scale Score	375.9	390.0					
	% Advanced	23%	28%					
	% Proficient	42%	53%					
	% Basic	28%	18%					
	% Below Basic	6%	1%					
	% Far Below Basic	0%	0%					

From 2007 – 2010, most sixth and seventh graders achieved proficient or advanced on the CST Mathematics test, with mean scale scores much higher than 350 (Proficient). In 2011, 704 students were tested in mathematics. 62.9% scored proficient or advanced.

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Table 4. CST Algebra Scores by Level

CST Algebra I								
Year	Result Type	6	7	8	9	10	11	EOC
2007-2008	Students Tested		23.0	77.0	4.0			104.0
	% of Enrollment		22%	72%	3%			
	Students with Scores		23.0	76.0	4.0			103.0
	Mean Scale Score		385.6	318.9	*			334.2
	% Advanced		22%	1%	*			6%
	% Proficient		57%	21%	*			29%
	% Basic		13%	41%	*			36%
	% Below Basic		9%	37%	*			29%
% Far Below Basic		0%	0%	*			0%	
2008-2009	Students Tested		14.0	87.0	21.0			122.0
	% of Enrollment		13%	79%	20%			
	Students with Scores		14.0	87.0	21.0			122.0
	Mean Scale Score		408.3	382.0	346.0			378.8
	% Advanced		36%	28%	5%			25%
	% Proficient		50%	38%	33%			39%
	% Basic		14%	22%	48%			25%
	% Below Basic		0%	11%	14%			11%
% Far Below Basic		0%	1%	0%			1%	
2009-2010	Students Tested		22.0	100.0	10.0			132.0
	% of Enrollment		20%	86%	9%			
	Students with Scores		22.0	100.0	10.0			132.0
	Mean Scale Score		418.5	330.0	*			347.1
	% Advanced		59%	3%	*			13%
	% Proficient		32%	36%	*			36%
	% Basic		9%	35%	*			30%
	% Below Basic		0%	21%	*			18%
% Far Below Basic		0%	5%	*			4%	

CST Algebra I results from 2007-2010 have been mixed with more recent scores showing improvement.

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Table 5. CST Geometry Scores by Level

CST Geometry								
Year	Result Type	6	7	8	9	10	11	EOC
2007-2008	Students Tested			30.0	98.0	24.0	1.0	153.0
	% of Enrollment			28%	82%	22%	1%	
	Students with Scores			30.0	98.0	24.0	1.0	153.0
	Mean Scale Score			397.2	331.4	297.6	*	338.8
	% Advanced			30%	8%	0%	*	11%
	% Proficient			47%	23%	4%	*	25%
	% Basic			20%	42%	38%	*	37%
	% Below Basic			3%	26%	50%	*	25%
	% Far Below Basic			0%	1%	8%	*	2%
2008-2009	Students Tested			22.0	56.0	26.0	1.0	105.0
	% of Enrollment			20%	53%	23%	1%	
	Students with Scores			22.0	56.0	26.0	1.0	105.0
	Mean Scale Score			392.8	328.4	321.8	*	339.7
	% Advanced			32%	2%	4%	*	9%
	% Proficient			55%	25%	19%	*	30%
	% Basic			9%	43%	58%	*	39%
	% Below Basic			5%	29%	15%	*	21%
	% Far Below Basic			0%	2%	4%	*	2%
2009-2010	Students Tested			12.0	80.0	34.0	2.0	128.0
	% of Enrollment			10%	71%	35%	2%	
	Students with Scores			12.0	80.0	34.0	2.0	128.0
	Mean Scale Score			399.1	340.1	316.6	*	339.1
	% Advanced			42%	6%	3%	*	9%
	% Proficient			33%	34%	21%	*	30%
	% Basic			25%	44%	38%	*	41%
	% Below Basic			0%	14%	35%	*	18%
	% Far Below Basic			0%	3%	3%	*	2%

Results for the CST Geometry have remained relatively stable from 2007-2010, though more than half of students still score “Basic” or lower.

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Table 6. CST Scores for Algebra II

CST Algebra II								
Year	Result Type	6	7	8	9	10	11	EOC
2007-2008	Students Tested				18.0	83.0	28.0	129.0
	% of Enrollment				15%	76%	29%	
	Students with Scores				18.0	83.0	28.0	129.0
	Mean Scale Score				416.7	354.5	306.7	352.8
	% Advanced				44%	13%	4%	16%
	% Proficient				33%	31%	11%	27%
	% Basic				17%	42%	43%	39%
	% Below Basic				6%	13%	36%	17%
	% Far Below Basic				0%	0%	7%	2%
2008-2009	Students Tested				27.0	68.0	30.0	125.0
	% of Enrollment				26%	61%	30%	
	Students with Scores				27.0	68.0	30.0	125.0
	Mean Scale Score				368.1	319.1	289.0	322.5
	% Advanced				26%	6%	0%	9%
	% Proficient				30%	19%	3%	18%
	% Basic				37%	34%	33%	34%
	% Below Basic				7%	32%	47%	30%
	% Far Below Basic				0%	9%	17%	9%
2009-2010	Students Tested			2.0	21.0	40.0	27.0	90.0
	% of Enrollment			2%	19%	41%	27%	
	Students with Scores			2.0	21.0	40.0	27.0	90.0
	Mean Scale Score			*	348.7	309.0	287.5	310.1
	% Advanced			*	5%	3%	0%	2%
	% Proficient			*	52%	10%	4%	18%
	% Basic			*	29%	53%	22%	37%
	% Below Basic			*	14%	25%	56%	31%
	% Far Below Basic			*	0%	10%	19%	12%

Mean scale scores for CST Algebra II have shown a steady decline from 2007-2010 with more students scoring “Basic” or less with each year.

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Table 7. CST Summative Math Scores

CST High School Mathematics								
Year	Result Type	6	7	8	9	10	11	EOC
2007-2008	Students Tested					2.0	66.0	68.0
	% of Enrollment					2%	69%	
	Students with Scores					2.0	66.0	68.0
	Mean Scale Score					*	346.8	346.5
	% Advanced					*	12%	12%
	% Proficient					*	29%	28%
	% Basic					*	35%	37%
	% Below Basic					*	24%	24%
	% Far Below Basic					*	0%	0%
2008-2009	Students Tested					17.0	70.0	87.0
	% of Enrollment					15%	69%	
	Students with Scores					17.0	70.0	87.0
	Mean Scale Score					388.5	344.1	352.8
	% Advanced					18%	9%	10%
	% Proficient					53%	34%	38%
	% Basic					24%	31%	30%
	% Below Basic					6%	26%	22%
	% Far Below Basic					0%	0%	0%
2009-2010	Students Tested					21.0	70.0	91.0
	% of Enrollment					22%	70%	
	Students with Scores					21.0	70.0	91.0
	Mean Scale Score					393.2	355.3	364.0
	% Advanced					24%	16%	18%
	% Proficient					62%	36%	42%
	% Basic					14%	27%	24%
	% Below Basic					0%	19%	14%
	% Far Below Basic					0%	3%	2%

Despite trends in previous Math scores, students' mean scale scores in CST Summative Mathematics show a steady increase from 2007-2010.

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Table 8. Students At or Above Proficient by Ethnicity (percent and number of students)

	English/Language Arts		Math		History/Social Studies		Science	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
African American	84.5% 84	83.8 % 74	53.6% 84	54.8% 73	81.6% 49	82.1% 28	68.6% 35	100% 16
Asian	92.0% 25	91.3 % 23	68% 25	78.3% 23	92.3% 13	88.2% 17	76.5% 17	63% 43
Latino	77.2% 464	76 % 463	46.3% 458	59.8% 463	71.9% 192	75.6% 197	61.1% 193	50.5% 186
Indochinese	92.6% 95	90.5 % 105	75.8 95	78.3% 106	92.5% 40	87.3% 55	77.3% 44	78.7% 47
White	92% 25	95.8 % 24	56% 25	62.5 % 24	77% 13	90% 10	73% 11	63.6% 11

Among subgroups, ELA scores have remained relatively stable, with a few groups showing a slight decrease in 2010-11. However, in 2011, math scores increased across all subgroups. The School's growth targets for 2011-2012 are 77.5% for English language arts and 77.4% for mathematics.

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Table 9. CA Standards Assessment Scores by Language Level

	English/Language Arts Standards Assessment				Math Standards Assessment			
	ELL Students		English Only and Fluent English Proficient Students		ELL Students		English Only and Fluent English Proficient Students	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
Advanced and Proficient	50%	28%	82%	82.5%	46.7%	65.4%	53%	62.8%
	14	25	694	679	15	26	687	678

The scores of ELL students dropped and the number of students doubled from 2009 until 2011. Math scores remained consistent or increased for both ELLs and English Only students. In addition, ELL students performed higher on the Math CST than English only speakers.

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C. CELDT Scores

Table 10. CELDT Scores by Level

	Performance Level	6	7	8	9	10	11	12	Total
2007-2008	Number Tested	17 100%	6 100%	5 100%	1 100%	2 100%	2 100%	0%	33 100%
	Advanced	9 53%	1 17%	2 40%	***	***	***	0%	16 48%
	Early Advanced	6 35%	4 67%	2 40%	0%	0%	***	0%	13 39%
	Intermediate	2 12%	1 17%	1 20%	0%	0%	0%	0%	4 12%
	Early Intermediate	0%	0%	0%	0%	0%	0%	0%	0%
	Beginning	0%	0%	0%	0%	0%	0%	0%	0%
2008-2009	Number Tested	19 100%	0%	4 100%	1 100%	0%	0%	0%	24 100%
	Advanced	5 26%	0%	0%	0%	0%	0%	0%	5 21%
	Early Advanced	10 53%	0%	3 75%	0%	0%	0%	0%	13 54%
	Intermediate	3 16%	0%	1 25%	***	0%	0%	0%	5 21%
	Early Intermediate	1 5%	0%	0%	0%	0%	0%	0%	1 4%
	Beginning	0%	0%	0%	0%	0%	0%	0%	0%
2009-2010	Number Tested	17 100%	12 100%	2 100%	5 100%	2 100%	0%	0%	38 -100%
	Advanced	6 35%	4 33%	0%	1 20%	0%	0%	0%	11 -29%
	Early Advanced	9 53%	7 58%	***	3 60%	0%	0%	0%	20 -53%
	Intermediate	1 6%	1 8%	***	1 20%	***	0%	0%	6 -16%
	Early Intermediate	0%	0%	0%	0%	0%	0%	0%	0.00%
	Beginning	1 6%	0%	0%	0%	0%	0%	0%	1 -3%

The results of 2010-2011 CELDT tests showed that of 30 students tested, 13 were Advanced, 13 were Early Advanced, 3 were Intermediate and 1 student was early intermediate. Twelve of these students qualified for reclassification.

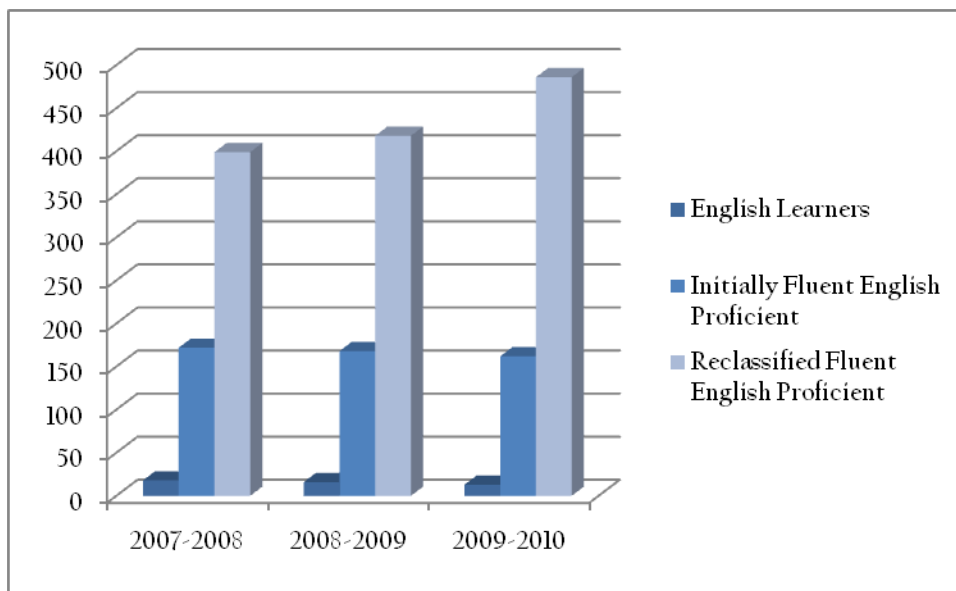
**The Preuss School
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D. Redesignation Rates

Table 11. Language Proficiency Numbers

	2007-2008	2008-2009	2009-2010
English Learners	18	16	13
Initially Fluent English Proficient	172	168	162
Reclassified Fluent English Proficient	399	418	486

Figure 1



From 2007-10, Preuss consistently reclassified ELLs as Fluent English Proficient. The School enrolls a limited number of English Language Learners, but CST scores indicate a need for the supports described in the LEA Plan.

The Preuss School
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E. Local Assessments:

Any relevant data will be included in the School Improvement Plan.

II. Professional Development and Hiring

A. Percentage of Classes Taught by Highly Qualified Teachers

Preuss has 41 teachers, all of whom are considered “highly qualified” as defined by NCLB. Since the 2007-2008 school year, 100% of Preuss’ teachers have been highly qualified.

B. Percentage of Para-professionals Who Are Highly Qualified

Preuss does not employ any para-professionals who work with students.

C. Percentage of Teachers Receiving High Quality of Professional Development

All of Preuss’ teachers have received high quality professional development. Refer to the plan for more specific information.

D. Strengths and Needs for Professional Development for Teachers

See Plan.

E. Strength and Needs for Professional Development for Director

See Plan.

III. School Safety

Strengths and Needs in How Preuss Supports Students' Physically, Socially, Emotionally, Intellectually, and Psychologically

Preuss provides for its students physically, socially, emotionally, intellectually, and psychologically by the following:

- Physical education classes;
- Sports programs in the afternoon;
- Co-curricular and extra-curricular programs;
- Two counselors to meet students' intellectual needs (e.g. college counseling) and emotional needs (e.g. grief groups, counseling);
- Advisors for each student to help select classes and supplemental academic supports as well as support students intellectually;
- Full time attendance clerk;
- Outside trained mentors;
- College tutors;
- NAVIANCE: Access to College Information for Parents and Students
- Student Study Team (SST);
- Saturday Enrichment Academy; and
- Staff available for individual tutoring several days a week to support students emotionally and intellectually.

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**Strength and Needs in Barriers to Student Learning (Attendance,
Mobility, and Behavior)**

Attendance Rates

Table 12: Attendance Data

	2007-2008	2008-2009	2009-2010	2010-2011
Average Attendance Rate	98%	97%	97%	98%
Truancy Rate	2.45%	2.72%	2.54%	1.68%
Tardiness Rate	3.80%	3.80%	2.60%	1.60%

- From 2008-11, Preuss maintained a 97.5% daily attendance rate.
- In the 2010-2011 school year, Preuss achieved a 98% attendance rate.
- Preuss has lowered truancy and tardiness rates due to interventions from teachers and the school's Citizenship Rubric, which includes an attendance scale and includes steps for communicating with parents.
- In student surveys taken during the WASC self-study process, students responded positively about teachers and their desire to help students succeed.

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Discipline Rates

Suspensions

Table 13: Suspensions by Year

	2007-2008	2008-2009	2009-2010
Suspensions			
Number	47	23	39
Rate per 100 students	5.87	2.88	4.87
Expulsions			
Number	0	0	1
Rate per 100 students	0	0	.12

In the 2009-10 school year, the school had a total of 39 suspensions, or 4.87 for every hundred students. Suspensions have increased in the past three years. One reason behind this is that by the time an issue in a student's behavior reaches the Vice Principal, the student already would have gone through several interventions: teacher works directly with student; parents are contacted; counselor contacted; a Roundtable conference call with the student, parent, teachers, administration, and other support personnel, if needed. Another reason is the increasing social sensitivity to the harmful effects of bullying, so behavior that has potential to cause harm to another student is reviewed with more sensitivity and care than even three years ago. The Vice Principal decides on the final action step and follows appropriate procedures, such as following the Zero Tolerance Contract. Parents and the student sign a discipline policy form each year to verify their awareness of the school and district rules.

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Mobility Rate

During its history, Preuss has maintained a zero dropout rate (excluding transfers). This is in large part due to the strong supports and resources in place at Preuss. Students have access to teachers, advisors, counselors, mentors, and tutors on a daily basis. Preuss has also implemented several programs to help support struggling students, one of which is the Apex Credit Recovery program. APEX is an online self-paced and teacher-led program that allows students to work at their own pace to complete requirements for courses that the university accepts for admission. APEX classes do not replace previous grades earned and do not substitute for AP courses.

**The Preuss School
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Appendix B

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

THE PREUSS SCHOOL
LEA Plan Needs Assessment 02-03

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2010-11 District Carryovers	2011-12 District Entitlements	2011-12 Direct Services to Students at School Sites (\$)	2011-12 Direct Services to Students at School Sites (%)
Title I, Part A	\$0			100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$0			100%
Title II, Part D, Enhancing Education Through Technology	\$0			100%
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice	\$0			100%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$0	\$408,000	\$408,000	100%

THE PREUSS SCHOOL
LEA Plan Needs Assessment 02-03

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL				