VISITING COMMITTEE REPORT

WASC-CDE Focus on Learning Joint Process

The Preuss School UCSD
9500 Gilman Drive
La Jolla, Ca 92037-0536
March 28 – 30, 2011

VISITING COMMITTEE MEMBERS

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Westlake Village, CA

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Coordinator/Principal
Riverside County Office
Of Education
Riverside, CA, Chair

Monday, April 11, 2011
Final Report
CHAPTER I – Student Community Profile

In 1998, The Preuss School UCSD was established when a group of faculty from UCSD planned for the best way to increase the number of students in the university who come from low income or under-represented groups. Under the leadership of Thurgood Marshall College Provost, Cecil Lytle, the group approached the UCSD Chancellor, Robert Dynes, and requested that a charter school for students, grades 6-12, be established as part of the university.

Believing 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, Chancellor Dynes brought the proposal before the Faculty Senate who agreed that the university could operate it if they could find the funding to build the schools’ campus and manage it financially to be self-sufficient. The first and most significant gift toward building the school came from Peter and Peggy Preuss and their family foundation. John Moores, the Walton Family Foundation, the Copley family, Douglas Manchester, and the Coors family also made significant gifts. Key areas of the school are named in recognition of their seminal support. (Lytle, Cecil. The Burden of Excellence, RELS Publication. Also referenced in Rosen, Lisa and Hugh Mehan. “Reconstructing Equality on New Political Ground: The Politics in the Charter School Debate at the University of California, San Diego.” American Educational Research Journal 40.3 (2003): 655-682.)

The Preuss School UCSD was founded in 1998 by the Chancellor of the University of California, San Diego (UCSD) based upon a charter agreement with the San Diego Unified School District (SDUSD). The Preuss School is a public school offering a single track college preparatory curriculum for grades 6-12. The Preuss School opened in Fall 1999 with 150 students in grades 6-8, adding a grade level each year until 2003-2004. The first class of seniors graduated in 2004. Preuss has graduated 588 students in seven years. The school, which is jointly chartered by the San Diego Unified School District and the University of California, San Diego, opened in 1999.

The Preuss School is located in La Jolla, California. UC San Diego serves as the focus for medical, biological, and oceanographic research with numerous high-tech offices and labs surrounding the campus. The La Jolla community has long been an affluent, racially homogeneous community, but the university adds over 20,000 students and much racial diversity to the mix, especially in neighborhoods surrounding the university.

The student body is ethnically diverse and lives throughout San Diego County, representing over 40 different zip codes. Students ride multiple modes of transportation to commute from distant neighborhoods in San Ysidro near the U.S.-Mexican border, Chula Vista and National City in the south, La Mesa and Spring Valley in the east, and mid-city neighborhoods such as City Heights, and Southeast neighborhoods such as Barrio Logan and Logan Heights.

The Preuss School consists of grades 6-12 with 809 students made up of 423 females and 386 males. All students are from socio-economically disadvantaged backgrounds. None of the student’s parents have completed college. The largest subgroup of students ethnically is Latino, followed by Asians and then African American. The vast majority of students are English language proficient. The student population is 66.87% Hispanic, 19.04% Asian, 9.15% African American, Nat Hwiin/other Pac, and 5.3% White (not Hispanic). 100% of the student body is identified as socioeconomically disadvantaged. The school identifies 30 students or 4% as English learners, and 6 students or .8% students as having disabilities.
The Preuss School

Enrollment by Grade Level

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<tr>
<td>6</td>
<td>111</td>
<td>114</td>
<td>174</td>
<td>120</td>
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<td>112</td>
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<td>115</td>
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<td>9</td>
<td>120</td>
<td>108</td>
<td>110</td>
<td>113</td>
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<td>10</td>
<td>113</td>
<td>112</td>
<td>101</td>
<td>106</td>
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<td>11</td>
<td>97</td>
<td>102</td>
<td>101</td>
<td>94</td>
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<tr>
<td>12</td>
<td>98</td>
<td>96</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>Total</td>
<td>758</td>
<td>755</td>
<td>816</td>
<td>814</td>
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Enrollment by Gender, 2007-2011

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<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>55</td>
<td>56</td>
<td>111</td>
<td>62</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>55</td>
<td>110</td>
<td>53</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
<td>46</td>
<td>109</td>
<td>61</td>
</tr>
<tr>
<td>9</td>
<td>67</td>
<td>53</td>
<td>120</td>
<td>61</td>
</tr>
<tr>
<td>10</td>
<td>61</td>
<td>52</td>
<td>113</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>57</td>
<td>40</td>
<td>97</td>
<td>54</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>42</td>
<td>98</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>414</td>
<td>344</td>
<td>758</td>
<td>409</td>
</tr>
</tbody>
</table>

Girls outnumber the boys in enrollment overall, except with the current 2010-2011 7th and 9th grade classes.
Enrollment data by Ethnicity

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>92</td>
<td>12.10%</td>
<td>88</td>
<td>11.70%</td>
<td>78</td>
<td>9.60%</td>
</tr>
<tr>
<td>Asian</td>
<td>39</td>
<td>5.10%</td>
<td>37</td>
<td>4.90%</td>
<td>140</td>
<td>17.20%</td>
</tr>
<tr>
<td>Filipino</td>
<td>20</td>
<td>2.60%</td>
<td>16</td>
<td>2.10%</td>
<td>13</td>
<td>1.60%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>457</td>
<td>60.30%</td>
<td>469</td>
<td>62.10%</td>
<td>535</td>
<td>65.60%</td>
</tr>
<tr>
<td>Indochinese</td>
<td>110</td>
<td>14.50%</td>
<td>105</td>
<td>13.90%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.10%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.10%</td>
<td>1</td>
<td>0.10%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>40</td>
<td>5.30%</td>
<td>38</td>
<td>5.00%</td>
<td>30</td>
<td>3.70%</td>
</tr>
<tr>
<td>Socioeconically Disadvantaged</td>
<td>758</td>
<td>100.00%</td>
<td>755</td>
<td>100.00%</td>
<td>816</td>
<td>100%</td>
</tr>
<tr>
<td>English Learners</td>
<td>30</td>
<td>4.00%</td>
<td>31</td>
<td>4.10%</td>
<td>44</td>
<td>5.40%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>6</td>
<td>0.80%</td>
<td>8</td>
<td>1.10%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Over a span of 2007-2010, several trends can be seen regarding ethnicity. The number of African-American students is trending downward, as are White (non-Hispanic). Over the same time period Hispanic students
The Preuss School

have shown a moderate growth. The status change of students identified as Indochinese reclassified as Asian is a result of CALPADS identification codes.

The schools' focus on high achievement for all students is expressed through their Expected School wide Learning Results (ESLRs). ESLRs are reinforced through the curriculum, the Student Handbook/Daily Planner, are posted in the classrooms. Preuss ESLRs for all students are:

- Knowledgeable, critical thinkers
- Communicators
- Collaborators
- Technologically-Literate User
- A Healthy Balanced Individual
- A Global Good Citizen

Preuss holds an open campus visit to anyone in the San Diego community interested in learning and applying to The Preuss School. All who apply and who are eligible based on their written application and supporting documents (recommendations, parent's letter of support, and other school data) are entered into a lottery. Approximately 110 students are admitted out of a pool of approximately 300 students for grade 6 each year. Openings also are available for grades 7, 8, and 9, depending on enrollment. After 9th grade, no new high school students are admitted. Students from the greater San Diego area must meet the following general baseline requirements:

- The federal school guidelines for economic support known as Title I or the —Free or Reduced-Price Meals program.
- The parents or chief guardians are not graduates of a four-year college or university.
- Student applications must demonstrate motivation and academic potential to attend an academically competitive university or college.

The table below is a comparison of significant demographic data from a few communities Preuss students live in:

<table>
<thead>
<tr>
<th></th>
<th>City Heights</th>
<th>Linda Vista</th>
<th>Logan Heights</th>
<th>National City</th>
<th>Spring Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families below poverty level</td>
<td>31%</td>
<td>12%</td>
<td>32%</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>HS graduates</td>
<td>52%</td>
<td>79%</td>
<td>41%</td>
<td>51%</td>
<td>n/a</td>
</tr>
<tr>
<td>College graduates + (BA degree +)</td>
<td>8%</td>
<td>26%</td>
<td>4%</td>
<td>23%</td>
<td>n/a</td>
</tr>
<tr>
<td>In work force (Currently employed)</td>
<td>56%</td>
<td>62%</td>
<td>50%</td>
<td>68%</td>
<td>n/a</td>
</tr>
<tr>
<td>Median household income</td>
<td>$52,490</td>
<td>$50,846</td>
<td>$31,913</td>
<td>$46,731</td>
<td>$61,568</td>
</tr>
<tr>
<td>Language other than English at home</td>
<td>67%</td>
<td>39%</td>
<td>72%</td>
<td>54%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>San Diego</td>
<td>CA</td>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td>Families below poverty level</td>
<td>13%</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS graduates</td>
<td>83%</td>
<td>77%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>College graduates + (BA degree +)</td>
<td>30%</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In work force (Currently employed)</td>
<td>64%</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median household income</td>
<td>$62,820</td>
<td>$61,017</td>
<td></td>
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</tr>
<tr>
<td>Language other than English at home</td>
<td>n/a</td>
<td>n/a</td>
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</tbody>
</table>

The median income based on education level for high school graduates is $36,348, while the median income for a college graduate with a Bachelor's Degree is $53,300 (Source: Bureau of Labor Statistics, 2009 data for persons 25 and over).

As required by the California Department of Education (CDE), The Preuss School, as a charter school operating as a direct funded school, must receive the approval of its governing school board to apply for funds for specific federal programs. In June 2009, the Preuss School Board of Directors gave its approval for Preuss to submit the annual Consolidated Application (CONAPP) in order to apply for and receive funding for the following federal programs, as well as state programs not covered under the Charter School Categorical Block Grant:
- Title I: Improving the Academic Achievement for the Disadvantaged
- Title II (A): Improving Teacher Quality
- Title IV: Safe & Drug Free Schools Community Act
- The Preuss School's federal funding for 2009-2010 was approximately $440,000

The 2011 API results for Preuss were an API of 885, with a statewide decile ranking of 10, 10 among similar schools. 100% of the class of 2011 has passed the CAHSEE. The average test scores for the class of 2011 show a score of 508 (SAT CR), 520 (SAT Math), 519 (SAT WR) and 21.9(ACT Comp). In May 2010, Preuss produced 50 AP Scholars, 12 AP Scholars with Honor, and 16 AP Scholars with distinction. 730 AP exams were taken in 12 subjects. 95% of students were accepted to an undergraduate/4 year college program.

- 27% University of California
- 15% California State University System
- 31% Private or out of state 4 year colleges
- 25% Community College system

79% of these students will immediately be attending a four year college or university. Twenty-seven students will be attending a UC Campus, while 14 students will be attending a CSU Campus. Thirty students are attending a private or out of state undergraduate institution and 20 students will attend community college. Two Preuss students have been designated as Gates-Millennium Scholars. These students will be fully supported in college and graduate school as long as they maintain their grades and attend community college.
The Preuss School

The Preuss School was named a 2010 High Performing National Blue Ribbon School. It was also awarded the 2009-10 California Title I Academic Achievement Award. In June 2010, the school was ranked 16th among America’s Top 100 High Schools by Newsweek Magazine. Preuss has been ranked in the top 20 for four consecutive years (2007-2010).

The Preuss School UCSD has an extended year where students attend classes 198 days a year and the faculty works 203 days. Most students take eight classes, some taking nine with certain electives. The school day runs from 8:55 to 4 pm. A late bus to accommodate tutoring and extra-curricular activities leaves the site at 5:30 p.m..

Preuss School receives Title 1 funds for “Improving the Academic Achievement for the Disadvantaged.” Preuss also receives federal funds for Title II (improving teacher quality) and Title IV (Safe & Drug Free Schools).

Students have a very strong attendance rate (98%) and low tardy and truancy rates. There is a trend of increasing suspensions reportedly in response to a crack down on bullying. Students participate in 10 varsity sports and 3 developmental sports.

Ninety four percent of Preuss students are admitted to college. 100 percent of graduating students pass the CAHSEE. More than 72% of all Preuss students are Proficient or Advanced in Reading (English Language Arts). In math, the 6th and 7th grade math scores trend upward less over time than the 8th-11th grade results. African American students demonstrate little or no relative weakness in math compared to those in the general population.

Students participate in many outside learning opportunities including clubs, athletics, internships, service learning, writing competition, school newspaper (Preuss Insider), yearbook, and many performing arts opportunities.

Student's surveys revealed a number of things. Student generally feel challenged academically, especially in sixth and high school grades. There is work for the faculty to help students of all grades understand and become comfortable with those who are different from them. Students generally feel that the teachers set high standards for achievement in their classes and view their time spent in them as active.

Students need continued improvement in the area of literacy, specifically reading comprehension of academic texts and academic language across the curriculum. Low grades of D’s and F’s, especially in social studies and science are examples of why this is important. AP exams taken in 2010 show that reading comprehension needs improvement as less than 50% of students taking the exams passed in European History, US History, English Literature, Biology, Chemistry, and Environmental Science.

Students also show a need to increase proficiency in algebra and applying mathematical reasoning in high school. 78% of students on CST Algebra I scored basic, below basic, or far below basic. Increasing student proficiency in algebra is a high priority.
Students are quite literate and proficient in their communications with the VC. They have well thought out responses to questions, are engaging and pleasant to listen to. Parents and teachers are invested in their students. Parents and teachers are invested in their students’ success and make sacrifices and adjustments that influence/enhance student opportunities and learning.

Chapter II: Progress Report

In 2005, Preuss was accredited by WASC and received a six – year accreditation with a three year midterm review. The midterm occurred in 2008.

More than 90% of Preuss students are admitted to college. The Preuss School UCSD exceeded the API Growth Target in 2007-08, 2008-09, 2009-10. The current API is 885 with a Base of 894 from the previous year. All subgroups achieved the API Growth Target from 2007-10. More than 72% of all Preuss students are proficient or advanced in Reading.

African American students demonstrate little or no relative weakness in Math while at Preuss. All students in the classes 2007-11 have passed the CAHSEE. The school has met its AYP targets in 2007, 08, 09 and 10 for the following subgroups, Asian, Hispanic, Latino or Socioeconomically Disadvantaged. The school has remained at or above 97% for 2007-08. The truancy rate has dropped from a high of 2.72% in 2007-08 to 1.6% in 2010-11. Parents report that Preuss is a safe environment. 99% of Preuss parents feel the school is an excellent learning environment. 97% of parents report the school performs well academically.

87% of staff and faculty feel the school’s vision is clear and shared with all stakeholders. 88% of staff and faculty feel they are treated with respect. 93% report that their ideas are listened to. 95% report that they make student outcomes, including ESLRs, clear to their students. 71% of the middle and high school students feel that high standards are set by their teachers. 60% of middle school and 80% of high school students feel challenged by the curriculum.

The following recommendations were made at the midterm review;

Continue to improve relationships and service delivery for data analysis and assessments from the UCSD Staff.

The UCSD Chancellor placed The Preuss School under the direct supervision of the Senior Vice Chancellor of Academic Affairs. UCSD examined grading policies, records retention, and personnel matters. The school continues to work with UCSD, particularly with The Center for Research in Educational Equity, Assessment and Teaching Excellence (CREATE), which has been analyzing school data about issues such as tracking Preuss graduates in college. The school employs Aeries as their data resource program, having moved from Zangle (2006-2007), and the database system from the San Diego Unified School District
Integrate all of the site action plans into a single school document to support Preuss' full immersion into the Focus on Learning process.

The WASC Focus on Learning Self-Study is the primary document that will be used to track progress in organization, curriculum, instruction, assessment and accountability, and school culture and student support. The process engaged in, especially since 2009-2010, makes the current Self-Study the single school document that is the most comprehensive guide in planning next steps. Prior to this structured and focused attention on aspects of the current Self-Study, a collection of minutes from various groups (the Instructional Support Team, the Board of Directors, the Education Committee, and Department meeting minutes) had never fully coalesced into one comprehensive single school document.

Chapter III: Self Study Process

A number of significant developments have occurred at The Preuss School UCSD since the last full visit in April 2005 and the midterm visit in March 2008.

Administration
In 2007-2008, Mr. Scott Barton, served as Acting Principal when the previous principal went on administrative leave due to an audit conducted by UCSD relating to potential school grades irregularities (see Audit and Management Services section below). In Spring 2008, after a national search and extensive interviewing processes, Mr. Barton was officially appointed Principal of The Preuss School by UCSD Chancellor, Mary Ann Fox. He is the current principal. A Vice Principal position replaced the Dean of Students position. Mr. Pete Selleck, previously Dean of Students, has served as Vice Principal since Fall 2008.

Chief Administrative Officer (CAO)
A Chief Administrative Officer (CAO) was selected in Spring 2009 to meet a major recommendation of both the university and the MGT report. Mrs. Cynthia Muylle, began the position in January 2011.

Charter School Development Center (CSDC) Quality Review
A committee of educators who worked at the CSDC visited Preuss in Spring 2008. In March 2008, Preuss received a very favorable review about its performance and operational viability as a charter school. CSDC continues to serve charter schools in California to help with development and accountability, particularly for charter renewal, The San Diego Unified School District (SDUSD) began in 2009 to conduct the annual review.

San Diego Unified School District (SDUSD) Annual Review Report
SDUSD completes reviews of all its charter schools in Spring of the current school year. The first Pilot Charter School Accountability System Annual Review at Preuss occurred in 2008-2009. The second one occurred in April 2010. The review examines the school's ability to demonstrate success by looking at performance targets and by checking its operational viability in finance and governance. The Preuss Board of Directors reviewed the report in November 2010 and noted that the overall report is especially commendable.

Special Education Local Plan Area (SELPA)
The Preuss School previously got its special education personnel and services through the San Diego Unified School District (SDUSD). In 2010 Preuss joined the El Dorado Charter SELPA for the following reasons:
- Better services to students;
- More control over employees providing special education services;
- Support from the Joint Power Authority (JPA) Executive Director;
- It is a smaller SELPA which focuses on charter schools;
- It has a smaller impact on the budget.
The Preuss School

Because The Preuss School is on the UC San Diego campus in La Jolla, California, it is not a neighborhood school for any San Diego communities from which students commute. Therefore students come from throughout San Diego County and must travel to the school from significant distances. Providing busing to and from the school for students, though not a requirement in the Preuss Charter, has always been a commitment of the Preuss Board of Directors if Preuss is to ensure that low-income students have access to an education at Preuss. This is a major expenditure with costs rising each year. Originally SDUSD provided busing, but later eliminated this service to Preuss. In 2009-2010 Preuss contracted with another bus service. However, with rising costs to the budget in areas besides busing, the Board of Directors revisited the issue of providing busing to all students, with the recommendation that busing be eliminated for 11th and 12th graders, instead providing them with Metropolitan Transit Services (MTS) passes in 2010-2011. In March 2010, the Board of Directors rescinded this recommendation, so all students have access to and are provided with bus transportation for the 2010-2011 school year through a contract with SDUSD.

Projected to be completed by 2015, a Light Rail Trolley (LRT) extension as part of the Mid-Coast Corridor Transit Project is under consideration by the San Diego Association of Governments. The significance for The Preuss School is an LRT station will be located on the UCSD campus near Preuss which will allow high school students who will be provided transportation passes, most likely only 11th and 12th graders, to ride the trolley to and from school. This has implications for cost savings by reducing the number of buses to only those needed for transporting Preuss 6th through 10th graders to school. The plans are only in the initial stages this current school year.

Guidance Department
The University Prep courses offer support to the Guidance Department in providing counseling services and individualized attention on student academic and personal needs. This has continued but personnel in the Guidance Department have changed over the past five years. Currently the High School Counselor has been in place since Fall 2009 and the Middle School Counselor has been here since Fall 2008. A separate full-time College Advisor position was put in place in Fall 2008 to give focused attention to students’ needs in applying for college admission and for scholarships.

Diplomas
In October 2009, the Board of Directors unanimously approved the amended diploma policy recommended by the Education Committee, the Instructional Support Team (IST), and the Preuss faculty, which allows students to earn one of the following: BASIC Preuss diploma: Students complete all UC a-g requirements. In addition, they must complete a set of electives, such as the Senior Wheel (research, internships, service learning), Senior Exhibition, UCSD EAOP and community service. This adds up to 270 credits, more than the San Diego City School's requirements for graduation. Students must have a 2.0 GPA.
HONORS Preuss diploma: Same as the BASIC diploma, but the student's GPA must be higher, 3.0 to 3.49. All courses have to be UC-eligible. A repeat course is allowed. The student has earned 271-319 credits.
HIGH HONORS Preuss diploma: Includes all the BASIC and HONORS requirements, but the GPA must be 3.5 and higher. There cannot be any D's or F's and no courses may be repeated. The student has earned 320 credits.

Valedictorian and Salutatorian Policy
Preuss developed a written policy on valedictorian and salutatorian qualifications, endorsed by the IST and the Preuss faculty.

Course Offerings
All students take eight year-long AP courses and honors-level courses and complete the UC a-g requirements. Since the 2004-2005 Self-Study, several new courses have been added or have evolved based on input from specific departments that proposed the course additions or changes. The Instructional Support Team (IST) endorsed the requests and sought the Education Committee's endorsement as well before forwarding the recommended course changes to The Preuss Board of Directors for approval. The following changes have occurred in course offerings:

2006-2007
ADDED: Advanced Middle School Orchestra, grade 8. This course is part of the feeder/satellite program of the San Diego Youth Symphony.
EVOLVED: Choral Ensemble, grades 9-12, for students by audition. This course has evolved into the Preuss Honors Choir that is a showcase choir and that gives talented students the opportunity to audition for the San Diego County Honors Choir. The course meets the Visual and Performing Arts (VAPA) requirements for UC and CSU admission.
2007-2008
ADDED: AP Statistics, grades 11-12, added for students who successfully completed Advanced Intermediate Algebra and Pre-calculus.
EVOLVED: Readers and Writers Workshop, grades 8-10, added to help students raise their reading scores to grade level and beyond and support refining their writing process. This course also is intended for students who are English Learners. For 2010-2011 the course is Writers Workshop, grades 8-11, for students who scored Basic or Below Basic on the STAR California Standards Test in English Language Arts in Spring of the previous school year.
2008-2009
ADDED: AP Environmental Science, grade 12, added for students with at least two years of laboratory-based science classes, one in physical science (chemistry or physics) and one in biology.
ADDED: Advanced Biology, grade 9, added for students who have completed Honors Algebra and as a prerequisite for AP Biology in grade 12.
ADDED: Spanish IV, grades 9-12, for students with a “C” grade or better in Spanish III, with teacher recommendation.
ADDED: Studio Art II, grades 9-12, was formerly Drawing and Painting. This elective meets the VAPA requirements for both UC and CSU admission.
ADDED: Drama II, grades 9-12, added for students to continue to develop the skills required in Drama I. This elective meets the VAPA requirements for both UC and CSU admission.
ADDED: Music Technology 2 (Computer Science), grades 10-12. This elective meets the “elective” or “g” requirement for admission to UC and CSU.
2009-2010
ADDED: Musical Theater, grades 10-12, for students with one year experience with drama or choir and motivated to perform and create. This elective meets the VAPA requirements for both UC and CSU admission.
ADDED: FIRST Robotics, grades 9-12, for students who participate in the after-school robotics program and FIRST robotics events around the country. This course meets the “elective” or “g” requirement for admission to UC and CSU. ELIMINATED: Japanese I, II, and III, grades 10-12. Budget cuts affecting staffing and the instructor’s decision to take a leave from teaching eliminated these courses.

THIN CLIENTS: Technology Costs and Availability
In 2007, the Board of Directors approved a contract between the Lemon Grove School District and The Preuss School for thin client machines that allow remote access to servers off campus. The Lemon Grove School District was the key district nationwide that piloted this technology. Preuss expressed an interest to cut costs in purchasing new computers and maintaining them. The reduced technology costs to Preuss allowed every classroom to have fifteen thin client computers with full internet access. The computers last 9-10 years and the program has saved the school $13K - $16K annually because the major cost after the initial start-up fees is $70K for maintenance, replacement services, and license renewals.
Preuss continues to upgrade its technologies, but it still lags behind where it would like to be to serve students efficiently and more productively. Teacher and staff professional development in using technology for improving student learning has been sporadic and inconsistent. Part of this is due to needing an educator whose main role is to be expert in technologies and programs that best serve the needs of staff, teachers, and students, and who can provide in-service training on these newer technologies. Currently, Preuss has IT personnel primarily responsible for trouble-shooting equipment and network issues while working with Lemon Grove and UCSD. The IT staff does not have the responsibility of training teachers or keeping them up-to-date on appropriate classroom technologies. Another reason for the weakness at Preuss in the
availability and accessibility to more recent and appropriate technology is the current budget constraints. Unfortunately, allocating funds toward adding new technologies and training staff and faculty has a lower priority for now.

APEX: Student Support for Credit Recovery
After extensive tutoring, extra Saturday classes, and summer school courses, some students still do not pass courses needed for UC a-g requirements. Implemented in 2009-2010 during the regular school year and during Summer 2010, APEX is an online program that combines online and teacher-led instruction. APEX allows students to work at their own pace. APEX is approved UC for courses that the University accepts for admission. Grades earned in APEX classes do not replace previous grades earned and do not substitute for AP courses. APEX is recorded on a student’s transcript as a new course.

NAVIANCE: Access to College Information for Parents and Students
This computer program, added in 2008-2009, allows students and parents access to college information, college and scholarship applications, and helps students prepare for SAT and ACT tests. Faculty are now able to upload and electronically send college recommendations and Common Application forms directly to the universities and colleges to which students are applying. Chapter III Page 85

Chapter IV: Quality of the School’s Program

A1. Vision and Purpose

The school’s vision is stated on the school’s website and is shared with stakeholders annually. The purpose of the school “to provide low-income, first-generation college-bound students the opportunities of a rigorous college preparatory program in a public charter school environment.” In interviews with the board, staff, parents and especially students, the VC found that the vision is clearly understood.

The stated mission of The Preuss School 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. Students are presented a single-track college preparatory curriculum for economically disadvantaged urban student populations. Students are articulate, engaging and appear to have a purpose. Teachers are genuinely interested and connected to their student’s success.

The Preuss School’s educational program is designed for low-income students who represent the first generation in their families to graduate from a four-year college or university. Through tutor-assisted teaching, single track college preparatory curriculum, small classes, parental involvement, and extensive use of technology, the goal is to create a highly enriched middle and high school that will prepare graduates to distinguish themselves academically to be competitively eligible at the University of California and other selective institutions of higher learning.

By building a college-going culture of learning for low-income students of color, the school serves as a model about how best to improve the life choices of low-income students. Chartered as a model school to foster excellence, The Preuss School emphasizes a traditional liberal arts curriculum, sequenced mathematics and science curricula, in-class tutoring, a climate of high expectations and a strong academic culture, weekly staff development, the use of university resources to enhance teaching and learning.

Interviewed stakeholders clearly articulated the ESLRs, with students not only reciting the ESLRs as rote memorization, but explaining their importance to members of the VC.
A2. Governance

The Preuss board has adopted policies and bylaws that support the school's vision, mission, ESLRs and Action plan. The board meets monthly, carrying out committee work throughout the month in preparation for each board meeting. In interviews with the board, the involvement and the level of the belief in the school was clearly evident. An example of this was shared as the board evaluated the educational components of the program. The board evaluated the value of these components and the effect on the philosophy of the school and student learning.

The board reviews student achievement through the examination of test results, curriculum benchmarks by department, and the examination of student work through student presentations. The IST and the Education committee conduct an annual review of measurable student outcomes, including STAR tests, AP results and academic grades. The principal and the Chief Administrative Officer regularly update the board on the state of the school. Department chairs meet with board members through various committees. This leads to discussions at department meetings. Teacher input is brought back to committees and the board.

The board has committed to maintaining longer school days, longer school year and smaller class sizes. However, they are considering areas that may need to be minimized or eliminated on campus life due to fiscal concerns. The Chief Administrative Officer shared that they are looking to next year by planning for the worst case scenario, but hoping for the best.

A3. Leadership and Staff

Student data is examined by several governing and school leadership groups:

- Preuss' Board of directors
- IST
- SAC

- Education Committee
- Departments
- UCSD

Through this examination, nearly all of the major decisions in program development, course offerings, staff development and student activities are made. Decisions affecting classroom instruction are made based on data; individual course data, school wide data, standardized test data and other information that influence teaching practices.

Based on test results and students interaction, the VC felt that Preuss is doing an admirable job of directing student success. Staff engagement with students is good.

A4. Qualified Staff

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 have appropriate EL authorization. 100% of teachers have met NCLB requirements. Over 85% of the teachers have an advanced degree, a master's degree in the subject area they teach or a doctorate. One teacher is a National Board Certified Teacher for the National Board for Professional Teaching Standards field in Early Adolescence/English Language Arts, having earned certification in 1995-2005 and re-certified for 2005-2015 and was 1990 National Teacher of the Year. The faculty averages ten years of experience in education and range from very early career teachers (1-3 years) to veterans (20 or more years). The attendance rate for teachers is very high, averaging over 97% for the past four years, including this current school year. Only three faculty remain from the original founding faculty in 1999: the Principal/Director who began at Preuss in the role of Dean of Students, a World
The Preuss School

Language Spanish teacher, and an English teacher. They provide the “institutional memory” about how The Preuss School has changed and grown.

The Preuss staff has been fairly stable over the past three years. Faculty and staff turnover are due primarily to the following factors: 1. Personal choice; 2. Seeking other professional opportunities outside education; 3. Pursuing advanced degrees in education, not specifically related to classroom teaching; 4. Family issues, including maternity; 5. Job transfer and relocation of spouse; 6. Teaching contract not renewed.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Number of certificated staff</td>
<td>42</td>
<td>42</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>Number of classified staff</td>
<td>14</td>
<td>17</td>
<td>14</td>
<td>17</td>
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<tr>
<td>Number in administration</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Percent of teachers who have met NCLB</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Number of National Board Certified Teachers</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Percent of teachers instructing outside credentialled areas</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Number of teachers with emergency permits</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Number with advanced degrees</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>36</td>
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<tr>
<td>Average years of educational within district</td>
<td>3.98 years</td>
<td>4.7 years</td>
<td>5.4 years</td>
<td>5.68 years</td>
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<tr>
<td>Average total number of years in education</td>
<td>8.98 years</td>
<td>10.2 years</td>
<td>10.5 years</td>
<td>10.4 years</td>
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<tr>
<td>Specialized training/intern programs (BTSA)</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Number of teachers in an intern program</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Gender of teaching staff</td>
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<td></td>
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<tr>
<td>Female</td>
<td>25</td>
<td>24</td>
<td>25</td>
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<tr>
<td>Male</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>17</td>
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<tr>
<td>Ethnicity of teaching staff</td>
<td></td>
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</tr>
<tr>
<td>African-American</td>
<td>2</td>
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<tr>
<td>Asian</td>
<td>3</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Pacific Islander/ Filipino</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>White</td>
<td>31</td>
<td>28</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Attendance rates of teachers</td>
<td>97.86%</td>
<td>97.51%</td>
<td>98.85%</td>
<td>97.75%</td>
</tr>
</tbody>
</table>
TABLE 9a: TEACHER SALARY AND BENEFITS

<table>
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<tr>
<th></th>
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<tr>
<td>Expenditures per pupil</td>
<td>$10,467</td>
<td>$10,082</td>
<td>$8,904</td>
<td>$8,414</td>
</tr>
<tr>
<td>Avg. Teacher salary</td>
<td>$56,603</td>
<td>$60,794</td>
<td>$59,187</td>
<td>$59,531</td>
</tr>
<tr>
<td>Avg. Teacher salary w/ benefits</td>
<td>$69,622</td>
<td>$74,169</td>
<td>$72,208</td>
<td>$75,009</td>
</tr>
</tbody>
</table>

Below is a comparison of Preuss teacher salaries (not including benefits) with SDUSD and a higher paying county district:

TABLE 9

<table>
<thead>
<tr>
<th></th>
<th>1st year teacher</th>
<th>7 years +54 units/MA</th>
<th>14 years +90 units/Ed.D, Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preuss</td>
<td>$42,979</td>
<td>$58,959</td>
<td>$80,309</td>
</tr>
<tr>
<td>SDUSD</td>
<td>$43,489</td>
<td>$59,633</td>
<td>$81,261</td>
</tr>
<tr>
<td>PUSD</td>
<td>$46,197</td>
<td>$62,382</td>
<td>$84,942</td>
</tr>
</tbody>
</table>

One of the issues that will have an impact on how Preuss retains highly qualified teachers is salary. Teachers currently are in the second year of a pay freeze because of budget constraints. The classified staff is in their third year of a pay freeze. When Preuss was established, one way of attracting teachers was the Preuss Board’s commitment to keep Preuss teacher salaries “competitive” and on par with SDUSD’s, in particular, as well as close to what the higher paying county districts offered. The staff, especially this year, has expressed concern over the potentially increasing disparity between The Preuss School salary schedule and SDUSD’s and other district salary schedules. This is an issue that is part of the current ongoing discussion about The Preuss School budget by the Board of Directors.

A5. Ongoing Professional Development

The Preuss School’s staff development program is an important element in the school’s success in preparing students for college. Staff development sessions occur weekly on Friday mornings from 8:00 A.M. – 9:45 A.M. These training sessions are 100 minute in length. All faculty participate in staff development sessions. Students have a “late start” on Fridays to allow for this with the school schedule adjusted. Instead of the usual 8:50 A.M. class start time, students’ buses arrive at 10:00 A.M. so students can begin class at 10:15 A.M.

The professional development program is developed around four major strands with specific objectives:
The Preuss School

1. **Instructional Improvement**, including “Lesson Study”, a classroom research study carried out by a collaborative teacher team which focuses on an agreed-upon topic, studies the research literature, designs, teaches, and models lesson that addresses the issue. A recent resource added for all faculty has been “PD in Focus” an ASCD 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**, The school has used Marzano’s *Classroom Strategies That Work* and *Understanding by Design* (Wiggins and McTighe, ASCD) as our frameworks for planning high-quality, standards-driven curriculum and instruction through units of study designed “backwards” with the goal of every lesson directly supporting students in developing the knowledge and skills required for a particular standard.

3. **Professional Organizations** are an important link to teachers’ work on campus. Faculty attend AP workshops, discipline-focused conferences in core subject areas, special topics, such as applying brain research in the classroom, and presentations related to meeting the needs of our students, such as “How Poverty Affects Learning” or integrating writing across the curriculum from San Diego Area Writing Project. A related component involves teachers staying current in the literature of each discipline through professional journals, websites, and appropriate blogs and other media, including books such as *Classroom Instruction That Works* by Marzano et al as the basis of thinking about how teachers teach.

4. **School and Organizational Development** is an ongoing to create clarity and commitment to goals at all levels and to participate in processes that provide feedback for renewal and continuing learning. Through a state Dissemination Grant (2006), Preuss shared best practices from our classroom research with the broader education community.

One of the most significant changes made in 2008 to the Professional Development program was moving from an emphasis on whole-group learning to the Individual Professional Development Plan (IPDP) in which teachers work both individually and departmentally in reaching goals they select from the California Standards for the Teaching Profession. Through this work, teachers fulfill their professional development competencies expected of The Preuss School faculty:

To maintain a knowledge base and pursue their own professionalism;

1. To organize and deliver instruction;
2. To manage instructional resources (time, materials, people, space);
3. To continuously assess and monitor learning;
4. To support organizational responsibilities (e.g., gathering data); and
5. To provide student guidance and referral. Teachers present their work to peers and maintain a performance evaluation portfolio.

All the elements of the professional development program link with improved student performance through examining student work and through pre-assessments, post-assessments, and results from state standards tests. One example of how Lesson Study has supported student learning is the math and science departments better align their curriculum with the result being increases in math and science proficiency on state standards tests. The professional development work has kept the goal of improving student achievement at the forefront. The Academic Performance Index (API), a measure of how well students are doing has been rising
each year. In 2007-2008, the API was 891; in 2008-2009, the API was 879; and in 2009-2010, the API was 894. Currently, 2010-2011, the API is 885.

Staff Development sessions have covered the following topics, not in a one-time only approach but over several sessions with staff revisiting concepts, ideas, and research for review or as they come up again in relation to issues particularly relevant to a particular school year:

- Individual Professional Development Plan: Setting Goals, Aligning with the California Standards for the Teaching Profession, Evidence, Examining Student Work. This culminates in each teacher’s Performance Evaluation Portfolio presented to their department and/or whole faculty and to the principal, 2008-2011
- Teaching students of poverty, including reading and discussing as a faculty, Why Are All the Black Students Sitting Together in the Cafeteria? by Beverly Daniel Tatum, 2006-2008
- Differentiated Instruction, ongoing
- Understanding by Design by Grant Wiggins and Jay McTighe, including development of Backward Design Units, 2006-2011
- Issues in Assessment, Accountability, and Evaluation, including grading, ongoing
- Examining Student Work Protocols, ongoing
- Using Data to Inform Instruction, ongoing
- Marzano’s “Essential 9” from Classroom Strategies that Work, ongoing
- Lesson Study, beginning with reading and discussing The Teaching Gap by James Stigler and James Hiebert, 2000-2009
- Educational Leadership (ASCD) articles on a variety of topics, ongoing
- Using Technology for Teaching and Learning, ongoing
- University Prep/Advisory Planning sessions, ongoing
- Reading and Writing Across the Curriculum, including workshops by the San Diego Area Writing Project (2006), ongoing
- Discipline-specific discussions on issues in particular subject areas

Faculty may request funds to attend conferences or training provided by their particular subject area professional organizations (such as the Greater San Diego Council of Teachers of English) or by the San Diego County Office of Education (SDCOE) or workshops by the College Board (for example, every October, AP teachers may attend the local training sessions in their AP field). Funds may cover registration and may cover one substitute day. For requests of longer than two days, departments are asked to cover a portion of registration fees and substitute costs. In the past three years, we have limited conference and workshop attendance to local events due to budget constraints. If a national conference is being held in San Diego, then attendance at that event is supported.

The staff development calendar outlines the projected direction, however some holes in the calendar were seen that could be better utilized for learning.
The Preuss School

A6. Resources

This is an area of concern for not only Preuss, but all California public schools. Meetings with the school’s administration and leadership showed planning for the possibility of decreased funding. This planning included the possibility of needing to tap into reserves. Continued planning will be necessary to maintain the level of instruction and services to support students in accomplishing the academic standards and the ESLRs.

The Preuss School receives funding from a variety of sources including:

- General Purpose Block Grant
- Categorical Block Grant
- Economic Impact Aid
- Lottery Funds
- Federal Title I, II & IV
- UC SAPEPP Funds
- Fundraising/Development Endeavors

Funding for middle and high school counselor positions came from a direct request of the teaching staff in 2007-2008 to move away from a trial model of having part-time Academic Advisors/part-time Teachers, which did not allow enough one-to-one counseling time with all students. Prior to 2007, there was a high school and middle school counselor that provided a strong Guidance Department. This model has been reinstated

A7. Resource Planning and Fiscal Health

The school and stakeholders, including the board, are committed to maintaining the integrity of the school’s program, especially the longer school year, longer school day, smaller class sizes, ensuring appropriate and adequate materials for students learning and maintaining high-quality teaching. The finance staff has produced several possible budgets reflecting a variety of potential financial situations for the next 5 years and feel confident that, even in a “worse case” scenario they will be able to make necessary adjustments for solvency.

The school has a finance subcommittee that reports to the board. The finance committee annually develops a budget and presents the budget to the board for approval. The budget is available to any persons requesting a copy. Payments and other financial actions are approved by a minimum of two staff members. Compensation for certificated staff is similar to San Diego Unified School District. Classified staff pay is based on UCSD. Pay levels are slightly below current market levels in San Diego County. Staffing is adequate for the program. The school has had an increase in reserves each year.

MGT of America, Inc. Performance Review of The Preuss School UCSD

UCSD’s Vice Chancellor of Resource Management and Planning, Gary Matthews, contracted the university with MGT to conduct a performance review of The Preuss School focusing on the school’s governance, management, organization, business operations, and education support services. The report was completed in August 2008 and offered findings, recommendations, and commendations to the university, Board of Directors, and The Preuss School administration, faculty, and staff. Overall, the MGT review team found that the School is innovative and the principal, teachers, and staff are truly dedicated to meeting the School’s mission of preparing students for higher learning. The university provides additional layers of leadership and guidance to the School through the Chancellor’s Office, the Center for Research on Educational Equity, Access, and Teaching Excellence (CREATE) Program, and a chancellor-appointed Board of Directors (MGT Report, p. 1). MGT presented 15 findings and 23 recommendations in Governance, Management, and Organization; 8 finding, 1 commendation, and 7 recommendations related to business operations; 13 findings, 3 commendations, and 20 recommendations related to the school’s education support services. The
The Preuss School

Board of Directors decided follow-up was appropriate in revisiting all procedures and bylaws, (the bulk of MGT's recommendations); in safeguarding access and use of student records, including the AERIES Student Information System; and in reviewing application procedures and admission policies.

A8. Operational Standards and Procedures

To what extent has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing district, county and UCSD. Financial audits have been free of findings.

There are multiple checks and balances, both at the school and through UCSD, that prevent the mishandling of funds.

Audit and Management Advisory Services (AMAS) UCSD's audit of The Preuss School was completed in December 2007 with the following recommended primary corrective actions:

1. More oversight by the Preuss School Board of Directors and UCSD Academic Affairs of performance metrics to measure the overall success of the school in achieving educational outcomes (AMAS Project Number 2007-95, p. 19); 2.
2. External review directed by the UC Chancellor of Preuss School operations, including the process of renewing teacher contracts (AMAS, p. 21, 22);
3. 3. Revision of Preuss School Personnel Policies to align with current versions of University and applicable SDUSD policies. (AMAS, p. 22).

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Board minutes
Interviews with board members
Interviews with CAO, business manager, and purchasing staff
Annual budget
Projected budgets
UCSD policies manual
Annual audit reports

Areas of Strength

✓ A variety of governance bodies all focused on school success
✓ Shared leadership
✓ Highly qualified and trained staff
✓ High API scores, including all subgroups
✓ Meet AYP each year
✓ High quality of staff development
✓ Strong, clear focus and mission
The Preuss School

Areas of Growth
✓ More faculty training in use and interpretation of data
✓ Design and implement a clear, strategic marketing and development plan
✓ Systematic analysis, availability, and the use of data to inform decisions about teaching and learning.
✓ More regular and ongoing review of progress in meeting ESLRs and the School wide Action Plan

B1. Standards-Based Curriculum

Current Educational Research and Thinking:
The schools model combines several research based “best practices “proven to help low –income students to be admitted and succeed in college. These include:
- California Academic Content Standards form the basis for each subject area and course.
- Textbooks are aligned with the standards.
- The creation of a strong “college bound culture” and high expectations at the school.
- The teachers all have expertise in their subject areas.
- There is collaborative, weekly professional development , part of a “culture of learning”
- An array of academic supports for struggling students, including tutoring, mentoring and counseling
- An Advisory class (University Prep) in which students and their parents are guided and supported by the same teacher from grade 6-12.
- Mandatory parental involvement with a minimum of 15 hours of service to the school.
- Strong collaboration with stakeholders in the San Diego Community for volunteers, internship, academic partnerships and program partnerships.
- Research based curricular designs such as “backward design units”, implementation of Temporal Dynamics of Learning, enhancing literacy across the curriculum, reading comprehension research,
- Friday staff development is primarily researched based approaches to curriculum enhancement and learning

Academic Standards for Each Area:
The Preuss School offers a rigorous college prep curriculum as a single track for all students, meeting or exceeding UC a-g requirements, and is linked to state content standards. The curriculum is rigorous and filled with Advanced Placement (AP) and honors level classes. AP courses are audited and meet AP content standards. Course offerings have been expanded in response to student input. There is no tracking by test scores or achievement other than diagnostic to determine placement Support for student’s success is available to all and is varied and rich. Students have easy access to a wide variety of academic support services and personnel.

There is congruence between the actual concepts and skills taught, the academic standards and the ESLRs.: An example of congruence is the Senior Wheel, consisting of service learning, internship, and senior research. Each area requires skills to specific content standards and fulfills many of the ESLRs, such as thinking critically, working collaboratively, and using technology. It is a capstone project that shows their planning, tasks, results of research, thesis, arguments, and evidence. The service learning course is another example of congruence. The internship course provides students with career-related technical and practical skills. The research project deals with real-world issues require research and higher level thinking skills. Other evidence for congruence includes end-of-the-year Spring Learning Showcase where each students participates in two
projects related to the state standards and the ESLRs. Another example is the science fair projects for grades 7-11 in which students follow the scientific method, conduct experiments, and solve problems; all relating to the California standards. In fine arts, students participate in the Fine Arts Showcase and the Shakespeare Festival.

Student Work- Engagement in Learning:
Students are engaged in the learning process across the curriculum. Teachers implement integration among disciplines through instructional strategies across disciplines and through cross-curricular integration of content. Teachers share ideas and departments make presentations.
Seniors rotate through what is called the Senior Wheel, consisting of service learning, internship, and senior research. Each area requires skills to specific content standards and fulfills many of the ESLRs, such as thinking critically, working collaboratively, and using technology.
The service learning course is another example of collaborative learning. The internship course provides students with career-related technical and practical skills. The research project dealing with real-world issues require research and higher level thinking skills. Seniors also participate in the exhibition showcasing the student's completion of the Senior Wheel. It is a capstone project that shows their planning, tasks, results of research, thesis, arguments, and evidence.
There is an end-of-the-year Spring Learning Showcase where each students participates in two projects related to the state standards and the ESLRs. All seniors in grades 7-11 participate in science fair projects where students follow the scientific method, conduct experiments, and solve problems, all relating to the California standards. Students in fine arts participate in a Fine Arts Showcase and Shakespeare Festival, also related to California Standards. All students are required to follow the rigorous, standards-based single track curriculum.
Students are engaged in the learning process across the curriculum. Evidence for this included use of collaborative learning in all classes, use of the English portfolio and exhibitions, interactive notebook, Senior Wheel and desktop publishing.

Accessibility of All Students to Curriculum
The curriculum is a rigorous single track filled with AP and honors level classes. Course offerings have been expanded in response to student input. Support for student’s success is available to all and is varied and rich. This appears to be a big strength at The Preuss School and accounts for much of the student academic success.

Integration among Disciplines
The Preuss School implements integration among disciplines through instructional strategies across disciplines and through cross-curricular integration of content. Teachers share ideas and departments make presentations. Examples include use of interactive notebooks in social studies, science and math, science fairs combining science, history, math, and English, vocabulary across the curriculum, writing across the curriculum, Spring Showcases, Senior exhibition, etc.

Curricular Development, Evaluation, and Revisions
Since the very mission of the school is to insure that students who are from low income families whose parents did not attend college will be admitted to college, everything that inhibits this mission is questioned and analyzed. The focus on results seems to drive everything. Everyone from the faculty, UCSD advisors, and community members seek strategies that work. The Instructional Support Team (IST) meets monthly to
The Preuss School

discuss necessary changes, graduation requirements, homework, diploma differentiation, and overall curriculum. Weekly staff development promotes communication on strategies and needs. All courses are routinely reviewed and all AP courses are audited. All of these things are confirmed through minutes, logs, and audits. This is another great strength of the school.

Policies- Rigorous, Relevant, Coherent Curriculum
The curriculum is rigorous requiring eight honors and AP classes for all students. There has been a review process in science leading to a changed sequence for Biology and Physics. The school has also reviewed its offerings in fine arts based on students’ acceptances to Liberal Arts Colleges and choices of majors. Based on the rising failing rates of students in Math, Social Studies, and English, APEX courses (online) were added for course recovery. Additional reviews have happened in AP Spanish sequence, and middle school wheel classes course offerings.

Articulation and Follow-up Studies
The Center for Research and Educational Equity, Assessment and Teaching Excellence (CREATE) provides a detailed report on test performance by test and subject area, grade point averages, and AP courses and UC a-g completion rate, exit exam data, college entrance exams, and college enrollment. Results are strong with 86% of students reporting intent to register with UC, CSU or other private 4 year institution. Most of the remaining 14% enroll in community colleges.

Existing data on alumni tend to be anecdotal and self reporting. The school has now hired a part-time Alumni Coordinator, a Preuss School alumna and current UCSD student, to track success of alumni in college.

Several supports have been put in place by the mathematics department:

1. CAHSEE Math Class: Students who have not passed the CAHSEE math portion are enrolled in a support class.

2. After-school tutoring in math is offered Monday – Thursday from 4:00 P.M. to 5:15 P.M. Students may choose to attend on their own or they are referred by their University Prep (UP) teacher or by their math teacher. Students must sign up in advance of the tutoring session to ensure they have a place on the late bus which leaves school at 5:30 P.M.

3. Saturday Enrichment Academy (SEA): Students are referred by their UP teacher to attend SEA where UCSD tutors and supervising Preuss teachers, by grade level, work with students in math for students at-risk of earning a D or F in math. Attendance is taken by the supervising teacher. UP teachers are notified the following week of their students’ attendance at SEA. These sessions are available to all students to get extra help. Students must sign up for space on the bus.

4. “Kick Back and Calculate” (KBAC): During UP classes, all students, grades 6-12, are given supplementary math practice. The math teachers provide the UP teachers with problems for students to work on during UP by themselves or with UP tutors or collaboratively with other students. The purpose is to reinforce what the student is learning during his or her regular math class.

5. Teachers’ Individual Professional Development Plan: Math teachers include data about their students’ performance in their Performance Evaluation portfolios based on the course curriculum and on the Backward Design Units they have designed and taught. Teachers also include reflections on the effectiveness of their teaching in math and their students’ progress.
6. Staff Development: Examining Student Work Protocols: The math department regularly engages in an examination of student work, including data on course test results. They analyze and interpret the data and share successful strategies for teaching particular math concepts.

7. Math integration into other subject areas, as appropriate: Other courses integrate math concepts or application into their curriculum. Spanish teaches students to read numbers which may reach into the hundreds and thousands. In music, mathematics is used through timing and counting (1/4 notes, 1/2 notes, etc.). Exercise and Health Science (EHS) uses lots of mathematical principles such as in score-keeping, or figuring out levels for the Fitnessgram of each student. Science depends on students' math skills in all its courses. Students demonstrate math knowledge in labs and Science Fair projects. In English, middle school students read autobiographies of esteemed people in various fields, which include mathematicians. The Senior Wheel class consisting of Research, Internship, and Service Learning also allows students to pursue further application and study in math by working in a math-related internship at UCSD or doing a research project on some aspect of math, or even preparing a project in their community and neighborhood where they share their math expertise, as when students have developed tutoring programs for local elementary students or worked in the “6-to-6” program at community centers tutoring younger students.

8. Mathematics Course Offerings: The courses offered and their sequences have been reviewed by the Instructional Support Team (IST), the Education Committee, with input and recommendations from the math department. The math curriculum now is set up so that all courses are advanced, honors, or AP classes.
   a. Sixth grade begins with Advanced Mathematics that sets a foundation for the remaining courses a student takes and emphasizes number sense and operations, functions and algebra, measurement and geometry, data analysis, statistics and probability, problem solving, mathematical reasoning and communication.

   b. Honors Pre-Algebra for 7th graders helps students understand abstract concepts and apply them to the achievement of meaningful and accurate computation skills.

   c. Honors Algebra, primarily for 8th graders not only includes concepts that meet the California content standards in algebra, but also incorporates using computer software to explore algebraic concepts. Students also explore how algebra is useful in a variety of careers.

   d. Honors Geometry for 9th graders requires that the student receive a “C” or better in Honors Algebra, meets the designated “cut” score on the UCSD Geometry Readiness Test, and has the current math teacher’s recommendation. Honors Geometry is designed to acquaint students with the logical structure of mathematics found in geometry and in some additional topics in algebra.

   e. Honors Intermediate Algebra for 10th graders requires a “C” or better in Honors Geometry and current teacher recommendation. The UCSD placement test measuring readiness is required for enrollment. The course reviews and extends the algebraic concepts developed in the previous course, with emphasis and depth of understanding.

   f. Honors Pre-Calculus for 11th graders requires a “C” or better in Honors Geometry and current teacher recommendation. The UCSD placement test measuring readiness is required for enrollment. The course focuses on trigonometry and functional analysis. Application to contextual problems is emphasized.

   g. Calculus for 12th graders prepares students to be well-prepared to enroll in calculus at the university level as freshmen. Students who prepare independently may take the Calculus AB or BC Advanced Placement Exam, with the recommendation of the teacher.
h. AP Statistics is primarily for 11th and 12th graders. The course parallels a college level statistics course. Students take the AP Exam.

Student supports to increase their achievement in science include:

1. After-school science tutoring is offered Monday – Thursday from 4:00 P.M. to 5:15 P.M. Students may choose to attend on their own or they are referred by their University Prep (UP) teacher or by their math teacher. Students must sign up in advance of the tutoring session to ensure they have a place on the late bus which leaves school at 5:30 P.M.

2. After-school Science Fair tutoring is also offered Monday – Thursday from 4:00 P.M. to 5:15 P.M. All students in grades 7-11 are required to submit a Science Fair project for the Preuss Science Fair in which professionals from the university and the community judge Preuss students’ projects. Many students go on to compete in the Greater San Diego Science Fair and even advance to the state level. Students may choose to attend Science Fair tutoring on their own or they are referred by their University Prep (UP) teacher or by their math teacher. Students must sign up in advance of the tutoring session to ensure they have a place on the late bus which leaves school at 5:30 P.M.

3. University Prep class science tutoring: UCSD tutors work with students in an advisory role during the UP class, both in small groups or with individuals who need support in their science studies.

4. Teachers’ Individual Professional Development Plan: Science teachers include data about their students’ performance in their Performance Evaluation portfolios based on the course curriculum and on the Backward Design Units they have designed and taught. Teachers also include reflections on the effectiveness of their teaching in science and their students’ progress.

5. Staff Development: Examining Student Work Protocols: The science department regularly engages in an examination of student work, including data on course test results. They analyze and interpret the data and share successful strategies for teaching particular science concepts.

6. Science integration into other subject areas, as appropriate:

7. Review of the Science Curriculum: The Science Department reviewed with the IST and the Education Committee the sequence of courses offered in science based on national trends, including what SDUSD was doing with their science course sequence. The courses offered differ from the last WASC report (2005) in that a Biology class was added in 9th grade which replaced a Physics course at that level. The AP Environmental Science class was added as yet another option for 12th grade students. The course sequence now includes:

   a. Advanced Science for 6th, 7th, and 8th graders. Grade 6 focuses on earth science, physical science, and space science. Grade 7 explores life science. Grade 8 is an inquiry-based full year of physical science. These courses provide a foundation for the high school science courses:

   b. Advanced Biology, grade 9, explores the nature of living things, their interaction with themselves and the environment, and the impact of human society and technology on the environment.

   c. Advanced Chemistry, grade 10, explores how chemists solve problems, how chemical aspects of the environment interact, and how chemistry can be used to benefit students’
daily lives. Work is done through labs, lecture, readings, and a science fair project designed and completed by each student.

d. AP Biology, grade 12, is for students who wish to pursue the equivalent of a first-year college introductory level course in biology.

e. Physics, grade 11, emphasizes the California State Standards in physics.

f. AP Chemistry, grade 12, is a course aligned with the guidelines from the College Board. Students prepare for the AP Chemistry Exam.

With the requirement of all students, grades 7-11, having to prepare a Science Fair project, the school has successfully linked what students learn in class with high performance application. On the CST in Biology, 75% of students earned Proficient or Advanced ratings in 2007-2008; 64% earned Proficient or Advanced in 2008-2009; and 70% earned Proficient or Advanced in 2009-2010. On the CST in Chemistry, in 2007-2008, 31% scored Proficient or Advanced; in 2008-2009, 51% scored Proficient or Advanced; and in 2009-2010, 57% scored Proficient or Advanced. On the CST in Physics, 55% scored Proficient or Advanced in 2007-2008. In 2008-2009, only 10 students took the Physics CST, with no significant percentage recorded for any of the CST categories. No students took the Physics CST in 2009-2010 because the 9th grade Physics course was moved to 11th grade.

At the foundation of literacy at The Preuss School is the combined emphasis of reading with writing. Students improve their writing literacy by strengthening their reading skills and abilities, so this particular goal has been more accurately focused on increasing student achievement in both reading and writing literacy. Instruction in English language arts, social studies, and world language, as well as in other all core courses and electives, is delivered in a variety of modes: read-alouds, guided reading and discussion, student media presentations, internet research, web quests, reports, and having speakers, such as living authors, all build students’ literacy skills in both reading and writing. Students also write for audiences beyond the teacher and classroom through writing competitions (such as the “Letters About Literature” writing opportunity) or through publications, both school-produced and writing submitted to other publications, such as Teen Ink. Specific efforts to improve student achievement in writing literacy have also included:

1. “The Preuss School Writers” at http://galleryofwriting.org/gallery/50771. Preuss established in 2009 a gallery for students through the National Gallery sponsored by the National Council of Teachers of English to which students’ writing may be submitted for online publication. Currently the gallery features stories, poems, and short nonfiction essays written by Preuss students.

2. “Kick Back and Read” (KBAR): During UP classes, all students, grades 6-12, are given supplementary reading time, reading books of their choice. Each UP class has a bin of appropriate grade-level books for students to choose from provided by the library, or students may provide their own book checked out from the school or public library. Bins are circulated among the same grade-level UP classes, so students continue to have a variety of titles available. Some UP teachers also encourage students to use KBAR time to read their course textbooks. UP teachers may require written book notes on what students have been reading. The goal is to increase students’ reading time which, by extension, can strengthen their writing skills.

3. Saturday Enrichment Academy (SEA): A lot of students benefit from SEA to work on and get support for reading and writing assignments in their core courses. Students are referred by their UP
teacher to attend SEA where UCSD tutors and supervising Preuss teachers, by grade level, work with students in math for students at-risk of earning a D or F in math. Attendance is taken by the supervising teacher. UP teachers are notified the following week of their students’ attendance at SEA.

4. The Preuss School English program is designed to provide all students with the ability to use language effectively in reading, writing, and speaking so that they may reach their full potential as lifelong learners and contributing citizens. As students progress from sixth through twelfth grade, they are supported to improve their ability to read critically, thoughtfully, and perceptively; to listen carefully; to analyze critically; and to express their ideas logically, clearly, and precisely both in writing and speaking.

High school students apply a variety of theoretical and critical approaches to literature (e.g., reading to learn, reading for pleasure, etc.) to nonfiction, particularly informational text, and fiction in all genres that represent a broad canon of works, including classical British (e.g., Shakespeare, Dickens) and American texts (e.g., Poe, Steinbeck) to contemporary multicultural literature (e.g., Toni Morrison, Sherman Alexi, Tim O’Brien).

Students’ abilities to write in a variety of discourse modes such as well-developed expository, persuasive, interpretive, and critical essays is emphasized and integrated into students’ reading and literature study. Direct instruction in grammar, grade-level appropriate rhetorical strategies, patterns of organization, and related writing skills are taught at all grade levels.

Assessment is both formative and summative, with students demonstrating knowledge and advanced proficiency through a variety of assessment formats: essays, projects, teacher-created tests, oral presentations, media integration, and research. Rubrics, scoring guides, and expectations for each assignment are given to students in advance of due dates, to ensure students know what standards they are expected to meet. Students who read and write below grade level have several avenues of support and intervention:

1. In grade 6, all students take an additional English course, Literacy Enrichment, which gives them a two-hour block of language arts and reading enrichment. Students enhance their ELA skills by reading books in different genres, using word relationships to determine meaning and context clues; responding to genres of literature using sixth grade appropriate interpretive, critical, and evaluative processes; reading informational material and writing to support their opinions and extend ideas; producing oral and written work to communicate effectively; demonstrating and applying the rules of standard English. Seventh grade students also have a Literacy Enrichment elective, and eighth through eleventh graders who scored Basic, Below Basic, or Far Below Basic are enrolled in Writers Workshop for intensive attention to literacy improvement. EL students who need additional support in English also are enrolled in Writers Workshop.

2. UCSD students work directly in English classrooms as tutors so they are able to work with individuals and small groups of students who are struggling readers.

3. The California High School Exit Exam (CAHSEE) is a graduation requirement. A targeted curriculum in tenth grade is designed to increase the likelihood that tenth graders who read below grade level will pass the English portion of the CAHSEE on their first try. Those who do not pass, including eleventh and twelfth graders who need to retake the exam are supported through

   a. After-school tutoring;
   b. An individualized plan that targets the language arts skills the student needs to remediate;
   c. Using state-approved materials for further practice;

4. Holding conferences with the student’s core teachers, counselor, and parents to communicate the steps being so the student meets the CAHSEE requirement.
5. All Preuss teachers hold a state-authorized Cross-cultural, Language, and Academic Development (CLAD or BCLAD) certificate to ensure that ELL students increase their level of comprehensibility of English in the content area of all their classes.

6. All students, whether struggling or advanced readers, grades 6-12, fulfill a minimum of 100 minutes per week of supplementary self-selected reading, with many options for sharing their reading.

Staff Development: Issues in literacy are addressed often in staff development from implementing best practices (Classroom Strategies That Work by Marzano et al.) to strategies for supporting students’ learning, such as differentiating instruction, using brain-based research, and Examining Student Work protocols. The San Diego Area Writing Project (SDAWP) was invited to give a series of workshops in 2006 to the faculty. Many teachers felt the workshops were useful in providing a basic understanding of implementing writing across the curriculum, but many also felt that we had a lot of expertise on campus among Preuss teachers (some of whom had gone through the SDAWP program) and designed Lesson Study research on specific topics agreed-upon by individual departments, such as “writing the academic paragraph” in social studies.

Teachers’ Individual Professional Development Plan (IPDP): English, social studies, and world language teachers include data about their students’ levels of achievement in their Performance Evaluation portfolios based on the course curriculum and on the Backward Design Units they have designed and taught. Teachers also include reflections on the effectiveness of their teaching in reading and writing and their students’ progress.

All incoming students to English classes in grades 8-12 are required to complete Summer Reading requirements, generally an assigned novel or one of a choice of novels.

1. Language Arts 6/Literacy Enrichment 6 is a two-hour block for all 6th graders. Students are supported to meet the California language arts and performance standards in reading, writing, speaking, and listening. Beginning research skills are also emphasized.

2. Advanced English 7, 8, 9: These full-year courses follow one another. Besides meeting the California English Language Arts content standards, Adv English 7 prepares students for STAR Writing Assessment. Adv English 8 consists of the interrelationship among literature, writing, and oral communication. Adv English 9 counts toward the ELA credits for high school graduation, as well as admission to UC or CSU. The emphasis is on the study of each of the literary genres with appropriate accompanying writing assignments in a variety of writing genres.

3. Advanced English 10 emphasizes a study of different themes and modes of communication, as well as a more in-depth examination of various reading and writing genres. Preparation for the CAHSEE in English also is emphasized. This course counts toward the ELA credits for high school graduation, as well as admission to UC or CSU.

4. AP English Language and Composition for 11th graders is a full-year course designed to advance students’ abilities in becoming skilled readers of prose, particularly nonfiction text, from a variety of periods, disciplines, and rhetorical contexts, with a focus on American literature. An emphasis on the students’ writing and stylistic development is central to the course. Students take the AP English and Composition Exam in May of their junior year.

5. AP English Literature and Composition for 12th graders is a full-year course that requires students to engage in careful reading and critical analysis of imaginative literature. Through the study and practice of writing, students use various modes of discourse emphasizing analysis, synthesis, and
interpretation. Taking the AP English Literature and Composition Exam in May of the senior year is required.

In 2007-2008, 100% of students passed the CAHSEE in English during the first administration of the test; in 2008-2009, 99% passed; in 2009-2010, 99% passed. The student who did not pass the test the first time successfully passed it the second time.

The Preuss School UCSD, set a goal to create a systematic way to implement research and information literacy skills across the curriculum. The Preuss School best utilizes this articulation to produce a graduate who meets the ESLRs by being a knowledgeable critical thinker, a communicator, a collaborator, a technologically-literate user, a healthy balanced individual, and a global good citizen. The skills are broken down to meet the information literacy model known as The Big 6, a metacognitive scaffold developed by Mike Eisenberg and Bob Berkowitz. The Big 6 is the most widely-known and widely-used approach to teaching information and technology skills in the world. (www.big6.com) The articulation of research skills was developed by the entire Preuss faculty, then refined by each department, and finally designed and put together by the Librarian at Preuss during the time period between 2005-2010.

Special Education
The Preuss School UCSD is under the auspices of the El Dorado Charter Special Education Local Plan Area and a member of the San Diego Special Education Consortium. Preuss has a full-time Learning Specialist on staff providing services to students with IEPs and other struggling students. There are currently 10 students with active IEPs and two more being evaluated. The school cites Specialized Academic Instruction, Deaf and Hard of Hearing, Visually Impaired, OHI, LD, Counseling and Speech-Language as currently provided services. There is a full-time Nurse.

The School Psychologist is on site one full day per week to provide IEP designated counseling, lead a Social Skills group, provide psycho-educational assessments and participate in the Student Study Team process and meetings. The Learning Specialist and the psychologist stated that teachers often provide their own supports before contacting others and have good ideas to support student success. The UP teacher and school counselor initiate the Round Table meeting process as the first formalized intervention. Referral to a Student Study Team may follow this intervention. The SST examines and implements all general education alternatives before a referral to special education is made. The school receives $371,421 in State Special Education Funds less $114,909 in Special Education Revenue Adjustment.

ESL
One of the growth areas for Standard-based Student Learning is better adapting the academic program to support changing school demographics including English Language Learners. Preuss notes Math teachers utilize SDAIE strategies such as vocabulary building to assist students whose primary language is not English. Preuss states some teachers use the CELDT results to differentiate instruction for students that are not reclassified. CELDT scores and teacher evaluation are the basis for 7th and 8th grade placement in Literacy Enrichment. In high school extra help is offered through a CAHSEE support class. The Focus on Learning does not mention the Preuss reclassification procedure. It is not clear how many students are LEP and RFEP.

Foreign Language
The World Language department includes Spanish, the only language taught. There are Spanish I-IV and two AP classes offered with four teachers in the department. The self-study indicates collaborative learning which includes native and non-native speakers is used. The study indicates the department requires students to become familiar with the countries and cultures in which Spanish is spoken. The department utilizes exams, quizzes, midterms, finals, presentations and projects to demonstrate mastery of the standards. Spanish IV was added to better prepare non-native Spanish speakers for AP Spanish and the AP examinations. The AP Spanish Language and AP Spanish Lit
B2. Student Access

Variety of programs- full range of choices - All students have personal learning plans giving flexible guidance for all academic standards and ESLRs. There are three diploma options leading to a variety of course options and numbers of classes. There are choices of core courses in math, science, and arts.

Student-Parent-Staff Collaboration - Personal learning plans include collaboration with students, counseling staff, teachers, administrators, and parents. There are ongoing goal setting conferences are set up between teachers and students. There are regular and ongoing programs and support for parents to enhance understanding and student success. Parents are required to perform 15 hours of service to the school which gets them more involved. There are also regular Parent Council Meetings. Parents are informed and involved.

Monitoring/Changing Student Plans - At the end of each year students are assessed in math to determine if changes or modifications of classes are needed for students. Placement may include repeating a class if a student does not meet expectations. There have been changes made in the sequencing of physics and biology to better enhance the student learning experience. Personal learning plans include collaboration with students, counseling staff, teachers, administrators, and parents. There are ongoing goal setting conferences between teachers and students. Students’ plans and programs are regularly revisited, and changes are made reflection a student’s current interests, goals, and needs.

Post High School Transitions - The school provides a 6-12 University Prep Course which leads to transitions processes for students graduating from Preuss. There are numerous ways the school helps prepare students for college. At Homecoming alumni come back to Preuss and speak to students. Parent meetings are held to assist parents in the transition process. Teachers often stay in contact with Preuss alumni through social media, email and telephone conversations, often tutoring students as needed.

Additional Findings

Pull out math and English enrichment classes are offered when students are struggling in these areas. All students have personal learning plans giving flexible guidance for all academic standards and ESLRs. Parents are informed and involved. Personal learning plans include collaboration with students, counseling staff, teachers, administrators, and parents. There are ongoing goal setting conferences between teachers and students. Students’ plans and programs are regularly revisited, and changes are made reflection a student’s current interests, goals, and needs. Students have access to UCSD facilities and resources including the placement of seniors in internships on campus, providing them a view of the working world and career opportunities.

There are extensive support opportunities for student success. These include partnering with parents, opportunities beyond the classroom for those excelling and high achievers, advisory classes, after-school tutoring, Saturday Enrichment Academy (SEA) for students struggling with their regular course work as well as enrichment opportunities, guidance and counseling support, community mentors, UCSD tutors, student roundtables, leadership committees, Center for Research in Educational Equity, Assessment, and Teaching Excellence (CREATE), print and online publications, and the Preuss School Student Handbook.
B3. Graduation Criterion:

Meeting Graduation Requirements
Students at The Preuss School UCSD must meet the high school graduation requirements of 270 credits in the following subject areas to qualify for the Basic Diploma:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>Social Studies/History</td>
<td>30</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education (EHS)</td>
<td>20</td>
</tr>
<tr>
<td>Foreign Language (World Language)</td>
<td>20</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>UCSD EAOP Senior Seminar (UP)</td>
<td>10</td>
</tr>
<tr>
<td>Senior Exhibition</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>70</td>
</tr>
</tbody>
</table>

In addition to meeting graduation requirements, all students are required to pass the California High School Exit Exam (CAHSEE) in English and mathematics in order to receive a diploma.

There are CAHSEE prep classes, tutoring, counseling review of student progress, and curriculum options. In freshman advisories students are presented graduation requirements. There is a comprehensive guidance model including a variety of ways for students and families to explore educational and career goals. There are UC application workshops, help in senior advisory classes, college fairs, and college visits. High graduation rates show the success of these programs.

Based on the rising failing rates of students in Math, Social Studies, and English, APEX courses (online) were added for course recovery. There are tutoring opportunities for students struggling in core classes. Pull out math and English enrichment classes are offered when students are struggling in these areas.

All students have access to academic, career, and personal counseling services throughout the school day. Counselors visit University Prep classes to help students with 4-year course planning and other needs. Counselors and/or University Preparation teachers initiate roundtable conferences and contact individual parents as needed. Counselors see all students in the spring to assist with course selection.

Preuss offers three diploma options- basic, honors, and high honors providing flexibility for graduating students.

Areas of Strength for Standards-Based Student Learning: Curriculum

- Preuss offers a strong college prep curriculum as a single track for all students, meeting A-G UC requirements and is linked to state content standards.
- The curriculum is rigorous and requires enrollment in 8 AP and honors level classes for all students.
- Resources for at risk students are varied and plentiful insuring high probability of success for all students.
The Preuss School

- Teachers collaborate regularly in their subject areas and across the curriculum and have very strong professional growth opportunities.
- The teaching staff is well educated, highly qualified, well experienced, and participates in ongoing professional growth, and are subject area experts.
- There is a strong oversight presence within the school, within the UCSD Community at large, with the ability to tap into a wealth of professional resources and to integrate research-based reforms.

Areas of Growth for Standards-Based Student Learning: Curriculum

- There is concern regarding the high percentage of report cards with D’s and F’s in core elective subjects, especially in social studies and science.
- Fulfilling the goal of utilizing technology in the learning process in all subject areas and in bridging the gap between the classroom and the home to reinforce content and communication.
- Increase efforts of monitoring and documenting post-graduation transition and college success.
- Increase real-world applications of the curriculum for all ESLRs.

C1. Challenging Learning Experiences

The Preuss School’s educational program is designed for low-income students who represent the first generation in their families to graduate from a four-year college or university. Through tutor-assisted teaching, single-track college preparatory curriculum, small classes, parental involvement, and extensive use of technology, the goal is to create a highly enriched middle and high school that will prepare graduates to distinguish themselves academically to be competitively eligible at the University of California and other selective institutions of higher learning.

Students have a single-track curriculum and are in grade-level learning communities, grades 6-12, throughout their seven years at The Preuss School. Sixth graders are enrolled in rigorous courses that concentrate on skill development, study habits, and a deep understanding of subject content. Their core courses are in English, mathematics, science, and social studies. Grade 6 electives are in Exercise and Health Sciences (EHS, formerly Physical Education), Literacy Enrichment, University Prep (UP), and an Elective “Wheel” in which they rotate through the following courses: Beginning Instrumental Music, Computer Literacy/Technology, Math Quest, and Music Theory.

Seventh and eighth grade students begin completing college admission requirements in core subjects such as mathematics and Spanish, while building academic background in other core subjects—English, science, and social studies—as well as electives in EHS, Spanish I or II, UP Advisory, and an Elective “Wheel” which they rotate through in Health, Leadership, Music, and Technology.

Ninth and tenth graders take courses that not only meet but exceed college admission requirements, with the required core courses for 9th graders in Advanced English, Honors Geometry, Advanced Biology, and Western Civilization and Culture. Tenth graders take Advanced English, Advanced Intermediate Algebra,
Advanced Chemistry, and AP European History. Electives for 9th and 10th graders include EHS or Athletics, Spanish, UP Advisory, and electives towards meeting the UC a-g requirements.

Eleventh and twelfth graders take the highest level of high school course in five core subjects and electives that meet the a-g requirements of the University of California. Courses required for 11th graders are AP English Language and Composition, Honors Pre-Calculus, Physics, and AP U.S. History. Electives for 11th graders are Athletics, Spanish, UP Advisory, and others toward meeting a-g requirements in fine arts, technology and engineering, leadership and publications.

Twelfth graders’ core subject requirements are AP English Literature and Composition, Calculus, AP Biology or AP Chemistry or AP Environmental Science, and AP U.S. Government and Politics. Twelfth graders also take a Senior Wheel course that includes an internship that connects them with the professional and technical opportunities throughout the university community and San Diego County, a service learning project that addresses a need in their own communities, and a research paper on a timely and relevant issue in any core academic area or in fine arts.

Students in Exercise and Health Science classes are evaluated through the FitnessGram test that takes place once a year during the month of March. Pretesting takes place at the beginning of each school year to assess the fitness level of each student. Lesson and unit development is then designed around the results of pretesting. Data is collected on a weekly basis to keep track of progress or lack thereof to provide each student real time feedback.

Students are given the tools needed to be successful in class. They receive information on what standards the lessons are based on and what levels of performance is needed for them to be successful. A wide variety of teaching techniques are being used to help educate a very diverse student population.

Performance levels have been established in all areas of the curriculum. The use of the ESLRs has helped students learn skills that can be used in the performance of their daily studies.

The school uses a number of teaching techniques to help improve the educational impact of lessons as they are given to the students. These methods include, but are not limited to: cooperative learning groups, discussion groups, investigations, projects, presentations, journals, portfolios and testing. Examples of technology-based lessons are also used to help facilitate student learning.

The majority of the students appear to understand what level of performance is needed to be successful in classes. They also understand the impact that the ESLRs have on their performance and learning results.

C2. Strategies and Resources

STRATEGIES AND RESOURCES
In weekly staff development sessions, teachers share best practice models and research-based instructional methodology. Teachers engage in educational research in both content and instructional methodology. This is done through weekly scheduled staff development sessions, educational conferences, informal departmental meetings, and Individual Professional Development Plans (IPDP).

Four of the forty-three teachers are current students in the UCSD EDS program, and are concurrently learning about relevant methodology in the classroom. These teachers take classes on research-based methodology, and literacy strategies.
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One National Teacher of the Year and one California Teacher of the Year are currently on the Preuss School staff and serve as mentors and expert resources. Over 85% of the teachers have an advanced degree, a master’s degree in the subject area they teach or a doctorate. Staff is aided by a significant number of volunteer tutors that include retired engineers and other professionals.

Teachers work as facilitators in the learning process. Teachers share collaborative learning strategies through different learning activities in Staff Development sessions, which are then applied in the classroom.

Teachers serve as mentors, counselors, club advisors, athletic coaches for varsity sports, writing coaches for the senior wheel classes, and offer after school tutoring in their subjects or for school wide projects, such as the science fair.

TECHNOLOGY AND REAL-WORLD EXPERIENCES
All of the classrooms on campus have Thin-Client stations which provide internet and Microsoft Office programs for up to 15 students at a time. Students use web design, FlipCams, and other technology in the classroom. The APEX program provides students with online access to courses for credit recovery. Computer-Aided Design (CAD) programs and Lego Robotics are used by the Robotics and Engineering classes to meet content standards.

The Preuss School actively seeks outside opportunities and encourages students to apply so that they can get exposure to programs/internships that will benefit them in a real world setting. Seniors are required to complete an outside internship, and a service learning project addressing a need in their own neighborhoods and communities. The Senior Wheel sequence enables seniors gain valuable insight into how to properly research and use research databases, developing community service projects, and learning about career and other technical skills to help serve them in the real-world.

The advisory class program, starting in grade 6 and continuing through grade 12, regularly incorporates resources, including library resources and services and computer resources to access data related to academic, life, and career planning. In high school, students use computer resources for standardized test preparation.

Partnerships with local biotechnology companies and Scripps Institute have helped to bring educational grants that are used to develop new science clubs, purchase new laboratory equipment, and attract new mentors and tutors for students.

ACTIVE STUDENT ENGAGEMENT
Student projects within in the academic departments focus on learning through the ICLEAR framework, where knowledge is accessed and then reinforced through inquiry, collaboration, linking with other subjects, gathering evidence, and research.

Departments utilize multiple modalities as a teaching strategy, and group work is utilized frequently. Group work is utilized across departments to establish a learning community in the classroom. In many activities, students are held accountable through clearly defined roles within the group. These collaborative and cooperative activities are used to achieve learning goals through heterogeneous grouping.

HIGHER ORDER THINKING SKILLS
Individual assignments emphasize and practice individual accountability, where the assessments for students focus on higher-order thinking skills, such as synthesis and application over recall. Multiple types of assessment are used to promote such higher-order thinking skills.

Active discussion and debate is promoted in the classroom to help students acquire and actively use vocabulary and other content they are learning in class.
Structured learning experiences are facilitated by all teachers, in order that students organize, access, and apply knowledge they already have acquired. The ICLEAR framework is the process by which students access and gain new knowledge. Within departments, teachers have developed a scope and sequence to vertically articulate the skills needed for the higher levels of learning.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.

1. A passionate, highly trained staff has established high expectations for students, and helps students become aware of their expected levels of performance in classes. This is coordinated and supported in the University Prep classes.

2. A rigorous and challenging academic environment is provided for all students. By requiring graduating students to complete the standards-based UC a-g academic single-track curriculum, with all students taking multiple honors and Advanced Placement courses, students are more prepared for college.

3. The school utilizes a number of supports and enrichment classes for students to maximize their academic potential, including Saturday Enrichment Academy, after school tutoring programs, 3-tiered diploma system, summer school, PSAT/ACT Explore testing for Grades 8-11, CAHSEE/Math Enrichment, and Naviance.

4. Students have many opportunities to extend their learning beyond the classroom, with enriching real world experiences, through the use of research projects, internships, and service learning requirements.

5. Through the Staff Development Program, teachers meet weekly to help learn and incorporate research-based strategies and best-practices, addressing the needs of students through differentiation, assessment, and planning. Additionally, teacher growth is evaluated annually through Teacher Evaluation Portfolios and Individual Professional Development Plans (IPDP).

6. Teachers participate in interdisciplinary self-study, through Lesson Study and Advisory Teams.

Key issues for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.

1. Multiple intervention programs are currently available to struggling students. They are not being used with fidelity across all curricular areas. Communication and coordination are needed between all stakeholders to assure understanding of available intervention pathways.

2. Technologies are available for teachers and students at the Preuss School. The Visiting Committee found concerns regarding the implementation of technology. These problems range from budget constraints and hardware issues to staff development and training.

3. Aeries has now been purchased and implemented. Evidence shows that the data generated is not being used by all teachers to drive instruction.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- ESLRs
- Course outlines, syllabi, and assignments
- Sample student work
- Classroom visits
- Observations of ICLEAR in action
- Self-study report
- Student interviews
- Parent interviews
- Focus team interview
The Preuss School

Areas of Strength
✓ A passionate, highly trained staff
✓ A rigorous, challenging academic environment
✓ A wide variety of both support and enrichment classes
✓ Multiple opportunities for students to extend learning beyond the classroom
✓ Weekly, planned staff development
✓ Teachers regularly review and evaluate program and curriculum effectiveness

Areas of Growth
✓ Increase communication and collaboration between stakeholders concerning available remediation and support
✓ Investigate and implement use of available technology in instruction
✓ Improve use of data for instruction

D1. Data Collection and Analysis

Preuss School UCSD uses a variety of sources to collect, disaggregate, analyze, and report student performance to students, parents and shareholders in the community. The following items are some of the resources that the school uses to help drive instruction and design curriculum to move students towards proficiency:

CST Data: Departments receive individual and group reports. The information is then disseminated to determine placements in classes, enrichment programs and used to design instruction to provide students with the most efficient and direct source of information.

AP Data: Departments now have access to more extensive data on the database to breakdown where the students are meeting and exceeding expectations, or not meet the expected outcomes. Instruction is then changed to align instruction to cover the gaps in the student learning.

Not all of the student households have access to the internet. In order to ensure that all students and their families receive timely feedback on their progress, grade printouts are provided to the students at regular intervals. These grade reports are signed by parents and the advisory class teacher. This allows everyone involved to have a clear picture of the students’ performance, and allows for individualized interventions if need be.

D2. Variety of Assessment

Preuss School teachers employ a variety of strategies to evaluate student learning. There are numerous examples of teachers using individual assessment, group assessment, cumulative projects, summative and formative assessments, essays, research projects and performance assessment. Teachers scaffold lessons and activate prior knowledge to assist students in developing a finished product.

Teachers and students appear to have a strong bond, and communication between the two groups helps build strong learning interactions. This communication allows students to process information more efficiently and productively, and appears to enhance the students individual and group performance.
D3. Review of Student Progress

The school has several assessment and monitoring systems in place that assist the district and community in determining student progress towards the achievement of academic standard and the expected school wide learning results. The school uses the results of the California Standards Test (CST) and the CAHSEE to check on the proficiency levels of the school's students and to determine the progress of the Preuss school to other schools in the SDUSD. Reporting is also done to the Student Advisory Committee.

Additional items that are used to inform the community and stakeholders of the schools progress are the School Accountability Report Card, the Outreach program to other district schools, parent meetings, and board meetings. There are several student showcases of work that highlight student activities and progress, including the Senior Exhibition which highlights their use of Research, Inquiry and Community Service, as well as the Spring Learning Showcase in which underclassmen display and discuss two projects from the year that they have excelled in.

Counselors review student’s academic records and identify course needs, graduation and college eligibility. Counselors have also established transcript reviews, grad checks and 4 year plans to ensure that students meet graduation requirements and they are eligible to enter a four year university.

Counselors coordinate the ordering of CST test materials and administration on an annual basis. Counselors communicate when CST testing will take place to all staff, parents, students, Ed Committee and UCSD Board Members.

D4. Assessment of Student Achievement

The staff related that September and August staff development time is used to disseminate and analyze data from the CST’s. The departments and grade levels use the information to formulate sequencing and instruction based upon class and individual performance. Strategies to help students achieve maximum benefit from instruction are discussed and reviewed at grade level, department level and in the University Prep classes.

Areas of Strength
- Impressive CST and CAHSEE test scores for school and all subgroups
- Teachers use a variety of assessments to evaluate student learning
- Teachers scaffold lessons and utilize students’ prior knowledge to support student learning
- Staff uses assessment data to make curriculum decisions
- Regular progress reports with extra reports and follow-up support for students in danger of not passing

Areas of Growth
- Use of a single, unified system to aggregate and disseminate data
- Increase communication with parents
- Increase communication between staff
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E1. Parental and Community Involvement

Numerous opportunities for parent involvement are listed in the self-study. Parents are required to volunteer at least 15 hours of service per school year and may fulfill their obligation in a variety of ways. The document indicates parents are involved in New Parent Academy, Spring Learning Showcase, Round Table meetings, Newschoolnotes.com, 8th Grade Exhibition and Celebration of Learning, PTA meetings, UP class as advisory parents, parent and student college informational meetings, Naviance, Staff Appreciation Breakfast and more. Simultaneous English/Spanish translation is provided at PTA meetings and there was a Spanish version of the Parent Survey. There appear to be adequate staff to communicate with Spanish speaking parents. SDUSD can with advanced reservations provide translators for other languages. Often families have a member whose names is provided to teacher in writing who can interpret or translate for limited English speaking parents. In various meetings with the VC parents elaborated on their regular involvement with several saying they volunteer for hundreds of hours.

Roundtable meetings actively involve parents in the learning process. Parents meet with all of his/her student’s teachers, a counselor, and an administrator to devise a plan for improving the student’s academic performance and citizenship. The feedback parents provide at this meeting is critical in the development of a course of action designed to support the student. Parents verified this is a parent-friendly process.

The PTA Board members are offered a Leadership Class to help them deal with burn out and extend their knowledge. The school offers computer classes for parents. Teachers are aware that not all families have computers at home and tailor their communications to an individual family's needs. Teachers state that parents are proactive in facilitating communications with them.

The self-study indicates extensive and diverse community involvement and school support. This support appears to significantly broaden and enrich student experiences. There is a compilation of community foundation programs and school/business partnerships. Community members verified their support in meetings with the VC. Community supported is sustained and enlarged due to the efforts of individual staff members and the used of the Preuss designated development officer at UCSD.

Preuss has affiliations with the following foundation programs and school/business partnerships:

- Bezos Family Foundation
- CONNECT San Diego
- Cooley, Godward, Kronish LLP
- Farrel Family Foundation
- Founders Circle
- Gen-Probe
- Jack in the Box
- La Jolla Golden Triangle Rotary
- La Jolla Rotary Club
- Milford Charitable Foundation
- Oak Tree Philanthropic Foundation
- Qualcomm
- ResMed Foundation
- Sanford-Burnham Medical Research Institute
- State Farm Insurance
- UC San Diego
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Course syllabi are created and distributed by teachers to students for student and parent use. The ICLEAR format is used for Senior Exhibition Presentations with faculty and community members scoring the presentations with a rubric. The 8th grade culmination includes presentations to parents, family members and invited guests using the ICLEAR format. Parents and community members are part of The Spring Learning Showcase. Round Table meetings include parents. Community mentors tutor and serve as role models for some students.

E2. Culture

Safe, Clean and Orderly Environment - All volunteers are checked and screened by UCSD police department and must participate in the Preuss Volunteer Training. The school has a full-time Nurse and full-time Learning Specialist. Faculty and staff receive training to address student safety needs in the classroom. Many written protocols delineate specific safety-health areas. Preuss employs one campus security person. A security fence surrounds the school on two sides. The front gates are the only entrance for visitors (tutors, mentors, parents etc.). A Building Services Supervisor oversees the cleanliness and safety of the campus. UCSD maintains the grounds. The school has a deferred maintenance emergency fund of 1.16 million dollars.

High Expectations/Concern for Students - The single-track college preparatory curriculum reflects the high expectation for all students. Students are required to take at least six AP classes and their exams starting in 10th grade. Preuss considers all middle school classes to be advanced and preparatory for AP classes.

The University Preparation class is a seven-year sequence with students having the same teacher for seven years, if possible. Components that demonstrate caring and concern include character development, decision making, goal setting, tutorial sessions, individual counseling, monitoring of student progress and communication with a student’s other teacher and parents. Achievement is supported with basic skills classes and after school and Saturday tutoring. Diplomas recognize three levels of achievement.

Atmosphere of Trust, Respect and Professionalism - A teacher and a PTA member are included on the Preuss Board of Directors. The seven-year University Preparation program builds trust and respect among students and between students and adult staff. A bullying awareness presentation gives students strategies to deal with bullying. Student-athletes are formally made aware of expected sportsmanship, respect and ethics in sports. One semester in middle school includes a health course covering physical and emotional health. Student survey indicates a few students do not believe respect for other students is universal, but teachers strongly feel students feel comfortable talking to adults on campus about concerns. Teachers also feel positive peer pressure molds student behavior.

E3. Student Academic Support

Adequate Personalized Support - The University Preparation program includes career, college and personal counseling. UP teachers refer students to school counselors if needed. Saturday Enrichment School, UCSD tutors, additional literacy classes, Round Table meetings and Student Study Team provide academic support to individuals. The school has a full-time Nurse and Learning Specialist (IEP and struggling students). Specialized academic instruction, hearing and visually impaired services, counseling, speech/language service and school psychologist services are currently being provided.

Direct Connections - The expected school wide learning results impact all classes. There are stated academic standards for all classes. Significant support for academic success has been funded including counselors and counseling, articulation, UP, Nurse and Learning Specialist.
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Strategies Used for Student Growth/Development

The school offers 7th and 8th graders that need it an extra class to develop basic literacy skills. A new AP class in Environmental Science has been added to give students another choice. Spanish IV was added to better prepare students for the two Spanish AP offerings. Three levels of diplomas are offered. Faculty regularly analyzes school wide test results.

<table>
<thead>
<tr>
<th>High School Clubs</th>
<th>Active Members</th>
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<tbody>
<tr>
<td>Art Club</td>
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<tr>
<td>African American Student Union</td>
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<tr>
<td>Asian Student Alliance</td>
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<td>Botball</td>
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<tr>
<td>Ecology Club</td>
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<tr>
<td>Global Response</td>
<td>20</td>
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<tr>
<td>Interact Club (La Jolla Rotary)</td>
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<tr>
<td>Math Club</td>
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<tr>
<td>Model United Nations</td>
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<tr>
<td>National Honor Society</td>
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<tr>
<td>NOBCChE*</td>
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<td>Preuss Olympians</td>
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<tr>
<td>Robotics</td>
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<tr>
<td>Running Club</td>
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<tr>
<td>Science Olympiad</td>
<td>10</td>
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<td>Science Research</td>
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<th>Middle School Clubs</th>
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<td>NOBCChE*</td>
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<tr>
<td>Science Olympiad</td>
<td>15</td>
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</tbody>
</table>
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Support Services and Learning –

Preuss states school clubs are related to student learning and extracurricular activities. Participation numbers are indicated on the chart in this section. VC verified Pruess has seven athletic teams in four sports with four teams of girls and three of boys. There are 149 students participating on these teams. These students must maintain a 2.5 grade point average to participate. All coaches are CIF trained with CPR and First Aid certification. The Access Youth Academy squash program is garnering national recognition and recently participated in a competition at Yale University.

Equal Access to Curriculum Support - There are additional Literacy Enrichment classes for grades 7 and 8 based on CELDT scores and/or teacher recommendation. All students take a single track college preparatory course. Repeat and accelerated classes are planned to support individual needs.

E4. Student Personal Support Criterion

Selected Co-Curricular Activities - The 6th Grade Camp, 8th Grade Exhibition and Celebration of Life, Spring Learning Showcase, 11th grade mock interviews and most school clubs reflect the academic standards and expected school wide learning results. Pruess designs co-curricular activities to support academic goals. The ASB has an Executive Board and seven committees. The high school classes have officers and the middle school has its own ASB functions. By design, middle school students learn leadership skills from high school students.

Areas of Strength

- Parents facilitate communication between home and school
- Extensive support from teachers, staff and community
- Safe, clean environment

Areas of Growth

- Devise and implement ways to evaluate student use of support services and co-curricular activities to guide future endeavors
- Continue to develop programs that empower parents to provide support for students.
Chapter V: Ongoing School Improvement

The Preuss School has made the WASC self study its single guiding document, rolling the SPSA into the WASC document.

The Action Plan focuses on three major components.

Goal 1: Literacy. Students will improve reading comprehension of academic texts and improve understanding and application of academic language across disciplines.

Goal 2: Numeracy. Students will increase proficiency in algebraic thinking in middle school and applying mathematical reasoning in high school.

Goal 3: Data Analysis. To use data to better monitor and improve student performance, The Preuss school will implement a system for collecting, organizing and distributing data for instructional planning and student academic support.

The action plan was developed from the critical needs identified above.

The VC concurs on the actions taken as important elements to continue the success of The Preuss School. The VC identified the following as areas of focus:

✓ Analyze, design, implement and evaluate the use of technology
✓ Ongoing review of financial viability and sustainability
✓ Need to review and address all incomplete areas of growth from the last (2005) self study
✓ Expand use of mentoring services to better prepare students for future educational endeavors

The school’s action plan incorporates important school wide issues and relates them to the concepts of the Focus on Learning criteria.

The follow-up process that the school intends to use for monitoring the accomplishment of the School wide action plan appears to be adequate. The school has demonstrated that they are committed to and involved in ongoing professional growth, which is focused on the improvement of the learning environment and increased student achievement.

In summary, the school is looking forward to continued growth. The achievement on the students who have and are attending Preuss is impressive. The Visiting Committee endorses the action plan submitted by the school and encourages immediate refinement and final editing of the plan for submission to the WASC Commission. It is the belief of the Visiting Committee that the school has both the capacity and trustworthiness to implement the action plan during the term of accreditation.