



# SCHOOL ACCOUNTABILITY REPORT CARD

**Issued Spring 2007 for Academic Year 2005–06**

Dr. Carl A. Cohn, Superintendent

4100 Normal Street

San Diego, CA 92103

[www.sandi.net](http://www.sandi.net)



**9500 Gilman Dr., San Diego, CA 92093**  
**Phone: (858) 658-7404, Fax: (858) 658-0988**  
*preuss@ucsd.edu*  
*preuss.ucsd.edu*  
**Doris Alvarez, Principal**

## Preuss School UCSD

<b>Contents</b>	
About this School	2
School Climate	2
School Facilities	3
Teachers	4
Support Staff	5
Curriculum and Instructional Materials	5
School Finances	6
Student Performance	7
Accountability	11
School Completion and Postsecondary Preparation	13
Instructional Planning and Scheduling	14

### What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data in this SARC are from the 2005–06 school year or the two preceding years (2003–04 and 2004–05). Graduation, dropout, and fiscal data are from 2004–05. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC (available at the California Department of Education Web site at [www.cde.ca.gov/ta/ac/sa/definitions06.asp](http://www.cde.ca.gov/ta/ac/sa/definitions06.asp)) are consistent with State Board of Education guidelines.

Additional copies of this SARC may be obtained from the school office or from the district’s SARC Web site at [studata.sandi.net/research/sarcs/](http://studata.sandi.net/research/sarcs/).

### School Description and Mission Statement

The Preuss School UCSD is a combination middle/high school serving Grades 6–12, chartered by the San Diego Unified School District. The school was chartered in 1998 as an intensive college-preparatory educational program for low-income students. Pupils must demonstrate they are motivated to attend college and will represent the first generation in their families to graduate from a four-year university. The school is located on the eastern edge of the University of California, San Diego (UCSD) campus.

Enrollment for the eighth year of operation consists of 759 students in Grades 6–12 (2006–07 school year). Ninety-eight percent of students come from neighborhoods south of Interstate 8. Students are chosen through application and lottery.

The mission of The Preuss School is to improve educational practices and provide an intensive college-preparatory education for low-income student populations, which are historically underrepresented on University of California (UC) campuses. The mission will thereby further the outreach efforts of the UC and its commitment to the San Diego community and to educational intervention. Additionally, the school will support the district’s goal of reducing the achievement gap among underrepresented students. The Preuss School’s goals also support the district’s mission statement by emphasizing the following:

- Weekly staff development and team meetings for teachers, focused on teaching and learning using analysis of lessons and student work.
- A traditional liberal arts curriculum that emphasizes student understanding and literacy.
- Tutoring to ensure student achievement.
- A climate of high expectations and a strong academic culture.
- Use of university resources to enhance teaching and learning.
- A focus on personalization of instruction.

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

### Opportunities for Parent Involvement

We are committed to connecting community resources to our school. Parental and community involvement at The Preuss School UCSD is essential.

Students’ families each commit to 15 hours a year of volunteer activities. Families with two or more students attending the school commit to an additional 10 hours per student. During the 2005–06 school year, the parents of Preuss students volunteered more than 11,500 hours at Preuss. Parent forums and parent education are organized through monthly meetings of Preuss’ active Parent Council.

Community mentors work with individual students on an ongoing basis. Currently, 75 mentors spend an average of one hour per week with their students. Each quarter, 150 UCSD students volunteer as tutors for approximately four hours per week as part of their coursework and community service. Thornton Hospital works with the school in the area of health care. The school also works with organizations in the community, including the San Diego Opera, La Jolla Playhouse, and Mainly Mozart Festival.

If you want to get involved, please contact Eva Mejia at (858) 658-7473.

## ABOUT THIS SCHOOL

### Student Enrollment by Grade Level

Grade Level	Enrollment on September 30, 2005
6	118
7	129
8	132
9	128
10	116
11	86
12	89
<b>TOTAL</b>	<b>798</b>

### Student Enrollment by Group

Racial/Ethnic Subgroup	Number of Students	Percentage of Enrollment
African American	102	12.8
Asian	38	4.8
Filipino	20	2.5
Hispanic	470	58.9
Indochinese	120	15.0
Native American	0	0.0
Pacific Islander	0	0.0
White (Not Hispanic)	48	6.0
Socioeconomically Disadvantaged	798	100.0
English Learners	31	3.9
Students with Disabilities	10	1.3

\* As of May 2006

### Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2004				2005				2006			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	3	20		27		25		27	2	11	1
Mathematics	26	4	21		27	6	24		27	3	6	1
Science	25	4	16		27	3	24		24	1	6	
History-Social Science	27	4	22		27	1	18	1	28	2	12	2

### Participation in the Class Size Reduction Program

California's Class Size Reduction program, which began in 1996, provides funding to participating school districts that decrease the size of K-3 classrooms to 20 or fewer students per certificated teacher. This table displays the percentage of students in Grades K-3 who were assigned to a classroom that participated in the Class Size Reduction program.

Grade Level	Percentage of Pupils Participating		
	2004	2005	2006
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

## SCHOOL CLIMATE

### School Safety Plan

Last Review/Update: January 20, 2006

Last Discussed with Staff: August 18, 2006

All visitors are required to check in at the main office. The school has a school safety plan, which includes an earthquake and an emergency preparedness plan. No incidents of crime have occurred on campus in 2005-06.

### School Discipline Practices

The Preuss faculty works hard to ensure that students attend school regularly. A full-time attendance clerk monitors attendance on a daily basis. Because we have set up a personalized climate for learning, our students are attending school at a good rate. Students understand the importance of attending school through lessons in college-preparatory classes and communications sent home to parents.

To ensure that students do not fall behind as a result of absences due to illness, Preuss has instituted the following programs:

- A Student Study Team meets once a month to review student Individualized Education Plans (IEPs), student accommodation plans (504s), and the potential referral of students.
- Saturday Enrichment Academy is held for students who have missed days of school.
- Students who have an academic grade-point average (GPA) below 2.25 at the end of a trimester attend Saturday Enrichment Academy.
- After-school tutoring is offered, including a California High School Exit Exam (CAHSEE) preparation class.

We foster a culture of high academic achievement, coupled with an atmosphere that supports learning. Teachers use positive discipline techniques to ensure that classrooms are places where learning takes place without interruption. Suspensions from school are used as a last resort, with the bulk of disciplinary actions taking place through reflection, lunch detentions, Saturday School, or in-school suspensions. The principal meets with a group of students in the Principal's Advisory Committee to develop a code of student behavior and set up a system of disciplinary consequences for not living up to the code.

## Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

		2004		2005		2006	
		School	District	School	District	School	District
Suspensions	Number	39	12,174	17	14,103	19	14,418
	Rate per 100 students	5.09	15.61	2.22	18.35	2.38	18.59
Expulsions	Number	1	429	0	545	0	611
	Rate per 100 students	0.13	0.62	0.00	0.74	0.00	0.86

## Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2004	2005	2006
Percentage Actual Attendance	96.78	0.00	97.52

# SCHOOL FACILITIES

## School Facility Conditions and Improvements

The school is on the east side of the UCSD campus (across from Thornton Hospital). The 72,000-square-foot facility cost over \$13 million and was funded by several major private donors. The building and land are owned by the UC Regents, and all facilities were built entirely by private funds. There are 28 classroom and additional multiuse facilities. The classrooms provide adequate space for our students and are cleaned on a regular basis. There are also adequate restrooms, which are cleaned daily. There is a staff workroom and lunchroom.

## School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status. The data are not comparable with previous years' summaries, which cited only "emergency needs."

Inspection Date:

Item Inspected	In Good Repair?		Repair Needed and Action Taken or Planned
	Yes	No	
Gas leaks			<h1>Data Not Available</h1>
Mechanical systems			
Windows/doors/gates (interior and exterior)			
Interior surfaces (walls, floors, and ceilings)			
Hazardous materials (interior and exterior)			
Structural damage			
Fire safety			
Electrical (interior and exterior)			
Pest/vermin infestation			
Drinking fountains (inside and out)			
Restrooms			
Sewer			
Playground/school grounds			
Other			

# TEACHERS

## Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area	33	39	40	5,351
Full credential but teaching outside subject area	3	0	0	516
Without full credential	4	4	1	625
<b>Total</b>	<b>40</b>	<b>43</b>	<b>41</b>	<b>6,492</b>

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the 20th school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2007, the most current data are reported.

	2005		2006		2007	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	0	N/A

## Core Academic Courses Taught by No Child Left Behind (NCLB)-Compliant Teachers (2006)

The NCLB Act requires all teachers of core academic subjects to be “highly qualified” no later than the end of the 2005–06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	100.	0.0
All Schools in District	82.0	18.0
High-Poverty Schools in District	79.0	21.0
Low-Poverty Schools in District	87.0	13.0

## Substitute Teacher Availability

The district maintains a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. The Human Resources Services Division aggressively recruits additional substitutes throughout the year to ensure that an adequate, qualified pool is available to cover for teacher illnesses, as well as for planned absences for professional development. Recruitment efforts include an online application process available at any time, as well as working closely with principals and teacher union representatives to develop and implement strategies for attracting and retaining quality substitute teachers.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

## Teacher Evaluation Process

The principal formally evaluates teachers and other staff every year. Teachers at The Preuss School develop a portfolio of work that addresses four areas: planning, instruction, classroom management, and assessment. The Preuss team is the audience for the presentation of the teacher portfolio. The vice chancellor of academic affairs evaluates the principal annually.

Parents or guardians who are concerned about a teacher or administrator may discuss their concerns with the principal. After speaking with the principal, they may call the district Parent Support and Board Services office for assistance.

## SUPPORT STAFF

### Academic Counselors and Other Support Staff (2006)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	383.5
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.1	
Social Worker	0.0	
Nurse	0.6	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (Non-Teaching)	0.2	

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2006)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient, standards-aligned textbooks and/or other instructional materials for all students in the subject areas of reading/language arts, mathematics, science, history–social science, world languages, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in science laboratory courses in Grades 9–12.	0
Mathematics		0
Science		0
History–Social Science		0
World Language		0
Health		0
Science Laboratory Equipment (Grades 9-12)		0

### List of Textbooks and Instructional Materials Used in Core Subject Areas (2006)

All textbooks and instructional materials come from state or district lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
<b>Middle Level School</b>				
English Language Arts	6–8	English 6th–8th	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> , Prentice Hall School Division	2002–03
Health	6–8	Health Education 6th–8th	<i>Discover: Skills for Life</i> , AGS	1991–92
Mathematics	7	Pre-Algebra 7th	<i>Pre-Algebra, California Edition</i> , Prentice Hall	2002–03
Mathematics	7	Adv. Pre-Algebra 1-2	<i>Pre-Algebra, California Edition</i> , Prentice Hall	2005–06
Mathematics	7–8	Algebra 1-2	<i>Algebra 1: Concept and Skills</i> , McDougal Littell	2005–06
Mathematics	7–8	Algebra 1-2 Advanced	<i>Algebra 1, California Edition</i> , Prentice Hall	2005–06
Science	6	Science 6th	<i>HST Earth Science (with Our Dynamic Planet Kits)</i> , Holt	2003–04
Science	7	Science 7th	<i>HST Life Science (with SALI Kits)</i> , Holt	2003–04
Science	8	Science 8th	<i>HST Physical Science (with CIPS Kits)</i> , Holt	2003–04
English Lang Dev	6–8	ESL 1-2	<i>High Point Level A &amp; The Basics</i> , Hampton	2003–04
English Lang Dev	6–8	ESL 3-4	<i>High Point Level B</i> , Hampton	2003–04
English Lang Dev	6–8	ESL 5-6	<i>High Point Level C</i> , Hampton	2003–04
World Language	7–8	French 1-2 & French 3-4	<i>Bon Voyage 1</i> , Glencoe/McGraw-Hill	2001–02
World Language	7–8	German 1-2	<i>Deutsch Aktuell 1</i> , EMC	2001–02
World Language	8	German 3-4	<i>Deutsch Aktuell 2</i> , EMC	2001–02
World Language	7–8	Japanese 1-2	<i>Adventures in Japanese, Level 1</i> , Cheng & Tsui Co.	2004–05
World Language	8	Japanese 3-4	<i>Adventures in Japanese, Level 2</i> , Cheng & Tsui Co.	2005–06
World Language	7–8	Spanish 1-2	<i>¡En Español 1!</i> , McDougal Littell	2001–02
World Language	8	Spanish 3-4	<i>¡En Español 2!</i> , McDougal Littell	2002–03
History–Social Science	6	Social Studies 6th	<i>Adventures in Time and Place</i> , Macmillan McGraw-Hill	2000–01

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
History–Social Science	7	Social Studies 7th	<i>Across the Centuries</i> , Houghton Mifflin	2000–01
History–Social Science	8	U.S. History 8th	<i>America: History of our Nation</i> , Prentice Hall	2000–01
History–Social Science	8	U.S. History 8th	<i>Why We Remember</i> , Addison Wesley	2000–01
<b>Senior High School</b>				
English Language Arts	9	English 1,2	<i>The Language of Literature, Grade 9</i> , McDougal Littell	2002–03
English Language Arts	9	English 1,2	<i>Bridges to Literature</i> , McDougal Littell	2002–03
English Language Arts	10	English 3,4	<i>The Language of Literature, Grade 10</i> , McDougal Littell	2002–03
English Language Arts	10	English 3,4	<i>Bridges to Literature</i> , McDougal Littell	2002–03
English Language Arts	10	English 3,4 Advanced	<i>The Language of Literature, World Literature</i> , McDougal Littell	2003–04
English Language Arts	10	English 3,4 Advanced	<i>World Literature</i> , Glencoe	2002–03
English Language Arts	11	American Literature 1,2	<i>The Language of Literature, American Literature</i> , McDougal Littell	2003–04
English Language Arts	11	American Literature 1,2 Honors	<i>The Language of Literature, American Literature</i> , McDougal Littell	2003–04
English Language Arts	11–12	Contemporary Voices in Literature 1,2	<i>Contemporary Reader</i> , Prentice Hall	2003–04
English Language Arts	11–12	World Literature 1,2	<i>The Language of Literature, World Literature</i> , McDougal Littell	2003–04
English Language Arts	12	English Literature 1,2	<i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall	2004–05
Health & Drivers Ed	10–12	Health & Driver Ed 1	<i>Health: Guide to Wellness</i> , Glencoe	1997–98
Health & Drivers Ed	10–12	Health & Driver Ed 1	<i>Responsible Driving</i> , Glencoe	1997–98
Mathematics	8–10	Advanced Geometry 1-2	<i>Geometry: Reasoning, Measuring, Applying</i> , McDougal Littell	2004–05
Mathematics	8–12	Geometry 1-2	<i>Discovering Geometry</i> , Key Press	2003–04
Mathematics	10–12	Intermediate Algebra 1-2	<i>Algebra 2</i> , Harcourt	2005–06
Mathematics	10–12	Adv. Intermediate Algebra 1, 2	<i>Algebra 2, California Edition</i> , Glencoe	2005–06
Mathematics	11–12	Honors Precalculus 1,2	<i>Precalculus: Graphical, Numerical, Algebraic, 6th Ed.</i> , Prentice Hall	2004–05
Mathematics	11–12	Precalculus 1,2	<i>Precalculus, 2nd Edition</i> , Prentice Hall	2004–05
English Lang Dev	9–12	ESL Newcomers 9th-12th	<i>Word by Word Basic Picture Dictionary</i> , Longman	2002–03
English Lang Dev	9–12	ESL 1-2	<i>High Point Level A &amp; The Basics</i> , Hampton	2003–04
English Lang Dev	9–12	ESL 3-4	<i>High Point Level B</i> , Hampton	2003–04
English Lang Dev	9–12	ESL 5-6	<i>High Point Level C</i> , Hampton	2003–04
World Language	9–12	French 1-2 & French 3-4	<i>Bon Voyage 1</i> , Glencoe/McGraw-Hill	2001–02
World Language	9–12	French 5-6	<i>Bon Voyage 2</i> , Glencoe/McGraw-Hill	2003–04
World Language	9–12	French 7-8	<i>Bon Voyage 3</i> , Glencoe/McGraw-Hill	2004–05
World Language	9–12	German 1-2	<i>Deutsch Aktuell 1</i> , EMC	2001–02
World Language	9–12	German 3-4	<i>Deutsch Aktuell 2</i> , EMC	2001–02
World Language	9–12	German 5-6	<i>Deutsch Aktuell 3</i> , EMC	2002–03
World Language	9–12	Japanese 1-2	<i>Adventures in Japanese, Level 1</i> , Cheng & Tsui Co.	2004–05
World Language	9–12	Japanese 3-4	<i>Adventures in Japanese, Level 2</i> , Cheng & Tsui Co	2005–06
World Language	9–12	Spanish 1-2	<i>¡En Español 1!</i> , McDougal Littell	2001–02
World Language	9–12	Spanish 3-4	<i>¡En Español 2!</i> , McDougal Littell	2002–03
World Language	9–12	Spanish 5-6	<i>¡En Español 3!</i> , McDougal Littell	2003–04
World Language	9–12	Spanish 7-8	<i>Conexiones: Comunicación y Cultura, 2nd Edition</i> , Prentice Hall	2004–05
Science	9–12	Physics 1,2	<i>Active Physics, It's About Time</i>	2001–02
Science	9–12	Advanced Physics 1,2	<i>College Physics</i> , Thomson	1999–00
Science	10–12	Chemistry 1,2	<i>Living By Chemistry</i> , Key Press	2003–04
Science	10–12	Chemistry 1,2	<i>Chemistry</i> , Addison Wesley	2003–04
Science	10–12	Honors Chemistry 1,2	<i>Chemistry: Principle and Reactions</i> , Thomson	2004–05
Science	11–12	Biology 1,2	<i>BSCS Biology: A Human Approach, 2nd Edition</i> , Kendall Hunt	2004–05
Science	11–12	Advanced Biology 1,2	<i>Biology: Concepts and Connections</i> , Pearson Prentice Hall	2005–06
History–Social Science	10	World History and Geography 1,2	<i>Modern World History: Patterns of Interaction</i> , McDougal Littell	2002–03
History–Social Science	10	Advanced World History and Geography 1,2	<i>World History: Modern Times, California Edition</i> , Glencoe	2005–06
History–Social Science	11	U.S. History & Geography 1,2	<i>The Americans, Reconstruction to the 21st Century</i> , McDougal Littell	2002–03
History–Social Science	12	Economics 1	<i>Economics: Principles In Action</i> , Prentice Hall	2003–04
History–Social Science	12	Government 1	<i>United States Government: Democracy in Action</i> , Glencoe	2003–04
History–Social Science	12	Am. Gov't in World Affairs	<i>World Politics in the 21st Century</i> , Prentice Hall	2004–05

Note: Adoptions prior to school year 1999–2000 are “pre-standards” (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

## SCHOOL FINANCES

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004–05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,838	\$1,026	\$5,812	\$54,715
District	—	—	\$5,273	\$53,948
Percentage Difference: School Site and District	—	—	10.2	1.0
State	—	—	\$4,743	\$57,560
Percentage Difference: School Site and State	—	—	22.5	-4.0

### Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

*Please contact the school for school-specific information.*

### Teacher and Administrative Salaries (Fiscal Year 2004–05)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/) and [www.cde.ca.gov/ta/ac/sa/salaries0405.asp](http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp).

	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$34,517	\$37,540
Mid-Range Teacher Salary	\$52,449	\$59,426
Highest Teacher Salary	\$70,179	\$73,925
Average Principal Salary (Elementary School Level)	\$94,629	\$96,377
Average Principal Salary (Middle School Level)	\$96,936	\$100,144
Average Principal Salary (High School Level)	\$99,557	\$109,130
Superintendent Salary	\$199,500	\$185,251
Percentage of Budget for Teachers' Salaries	37.6%	40.9%
Percentage of Budget for Administrative Salaries	4.8%	5.3%

## STUDENT PERFORMANCE

### Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

#### California Standards Tests (CST)

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11).

Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

### CST – English Language Arts

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
6	52.6	81.8	68.4	34.7	39.9	43.7	36	38	41
7	76.1	67.7	84.9	35.9	41.9	45.6	36	43	43
8	60.6	73.8	71.7	33.6	40.4	41.4	33	39	41
9	75.9	90.3	93.4	38.9	45.9	43.7	37	43	44
10	66.3	68.8	78.4	35.5	36.9	37.9	35	36	37
11	69.2	68.5	80.5	35.3	38.5	37.5	32	36	36

### CST – Mathematics

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
6	36.8	80.9	65.8	32.1	41.6	43.2	35	40	41
7	76.1	56.2	87.3	32.4	35.8	43.1	33	37	41
8	36.2	37.7	46.5	19.0	26.2	28.2	29	31	35
9	40.7	37.1	32.5	13.0	17.0	16.8	21	23	25
10	19.2	27.1	20.7	9.2	11.1	11.4	17	19	20
11	19.2	16.3	23.2	8.4	10.5	10.5	14	16	17

### CST – Grade-Level Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
8	NA	NA	36.2	NA	NA	28.2	NA	NA	38
10	NA	NA	27.0	NA	NA	17.2	NA	NA	35

### CST – End-of-Course Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
9	7.4	11.4	45.0	8.9	12.3	13.0	26	28	29
10	15.4	19.8	29.7	10.2	9.9	12.1	25	26	28
11	56.4	39.1	46.3	21.0	25.6	30.1	26	25	27

### CST – History–Social Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
8	70.3	68.0	69.3	27.9	31.1	32.1	27	31	34
10	63.5	64.6	69.4	26.6	27.7	28.5	27	31	30
11	78.2	77.2	87.8	34.3	38.6	34.3	32	37	35

### 2006 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
6	63.5	72.6	37.5	73.5	68.4		—	69.0
7	74.5	93.0	70.6	87.2	84.9		—	84.6
8	65.5	76.4	—	72.4	71.7		—	72.2
9	89.6	95.9	—	93.1	93.4		—	93.3
10	74.5	81.3	—	78.2	78.4		—	78.2
11	66.7	91.3	—	80.2	80.5		—	82.5

**2006 CST Subgroups – Mathematics**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
6	65.4	66.1	43.8	69.4	65.8		—	66.4
7	90.9	84.5	82.4	88.1	87.3		—	87.0
8	52.7	41.7	—	47.2	46.5		—	46.8
9	48.9	21.9	—	31.3	32.5		—	33.1
10	17.0	23.4	—	20.9	20.7		—	20.9
11	30.6	17.4	—	22.2	23.2		—	23.8

**2006 CST Subgroups – Grade-Level Science**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	41.8	31.9	—	36.6	36.2		—	36.5
10	25.5	28.1	—	27.3	27.0		—	27.3

**2006 CST Subgroups – End-of-Course Science**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	61.7	34.2	—	43.5	45.0		—	44.9
10	25.5	32.8	—	30.0	29.7		—	30.0
11	50.0	43.5	—	45.7	46.3		—	47.5

**2006 CST Subgroups – History–Social Science**

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
8	74.5	65.3	—	69.1	69.3		—	69.8
10	76.6	64.1	—	69.1	69.4		—	70.0
11	86.1	89.1	—	87.7	87.8		—	87.5

**2006 CST Racial/Ethnic Groups – English Language Arts**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	61.5	—	—	62.1	78.9			—
7	92.3	—	—	82.6	100.0			—
8	66.7	—	—	68.4	84.6			76.9
9	87.5	—	—	92.8	94.7			—
10	87.5	—	—	75.0	75.0			—
11	78.6	—	—	76.7	80.0			—

**2006 CST Racial/Ethnic Groups – Mathematics**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
6	46.2	—	—	56.1	94.7			—
7	92.3	—	—	84.9	100.0			—
8	26.7	—	—	45.6	69.2			38.5
9	12.5	—	—	29.4	42.1			—
10	25.0	—	—	16.1	33.3			—
11	7.1	—	—	16.3	53.3			—

**2006 CST Racial/Ethnic Groups – Grade-Level Science**

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	26.7	—	—	32.9	46.2			38.5
10	18.8	—	—	25.0	37.5			—

### 2006 CST Racial/Ethnic Groups – End-of-Course Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	31.3	—	—	35.3	63.2			—
10	18.8	—	—	25.0	41.7			—
11	28.6	—	—	37.2	73.3			—

### 2006 CST Racial/Ethnic Groups – History–Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
8	60.0	—	—	65.8	84.6			76.9
10	68.8	—	—	69.6	70.8			—
11	78.6	—	—	88.4	93.3			—

### Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at [star.cde.ca.gov](http://star.cde.ca.gov).

The following tables show the percentage of students at each grade level scoring at or above the 50th percentile (the national average) on the reading and mathematics portions of the CAT/6:

#### NRT – Reading

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
7	71.6	66.2	85.7	44.2	44.6	48.3	45	46	46

#### NRT – Mathematics

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
7	84.3	76.2	90.5	46.3	47.2	50.0	47	49	50

#### 2006 NRT Subgroups – Reading

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
7	89.1	83.1	82.4	86.2	85.7		—	85.4

#### 2006 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
7	94.5	87.3	82.4	91.7	90.5		—	90.2

#### 2006 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	84.6	—	—	84.9	90.9			—

#### 2006 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
7	92.3	—	—	88.4	100.0			—

### Local Assessment Results

The Developmental Reading Assessment (DRA) is used to identify students in Grades K–3 who are reading below grade level and need support. It is administered during a one-on-one conference in which a student reads specially selected texts to the teacher. The DRA is administered three to four times a year to determine a student’s instructional reading level and to document progress over time. Data reported are for all students—English language proficient and English learners. Since district standard cut points (i.e., the places where students score at different levels) have changed over

time, last year’s cut points are used across all reported years. As a result, data reported for earlier years below may not be consistent with data reported in previous SARCs or with data reported online using each year’s cut points.

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The Degrees of Reading Power (DRP) test took the place of the SDRT starting in the 2004–05 school year. DRP tests are group-administered measures of how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading, such as main idea and author purpose. The tests are administered in the fall and spring to students in Grades 4–8.

The District Mathematics Test (DMT) is given to students in Grades 5 near the end of the school year. It assesses grade-level mathematics skills and is tied to state content standards. The results are used to identify students in need of additional mathematics support. The DMT score and the end-of-year mathematics grade determine the student’s performance level and guide placement decisions in mathematics courses for the following year. Different tests are given to fifth and sixth graders.

The Mathematics Diagnostic Testing Project (MDTP) is a multiple-choice test given to students in Grade 6 (Pre-Algebra Readiness Test) and Grade 7 (Algebra Readiness Test) near the end of the school year. This test was first administered in 2004. Before that, the MDTP Geometry Readiness Test was administered. The results are used to identify students in need of additional mathematics support. The MDTP score and the end-of-year mathematics grade determine the student’s performance level and guide placement decisions in mathematics courses for the following year.

The algebra End-of-Course Exam (EOCE) is a district-developed, standards-based assessment for students in the second semester of algebra, usually Grade 8 or 9 students. This exam was first administered in 2004 and is used to establish the effectiveness of the algebra curriculum, ensure algebra course content is focused on state standards, and help identify students who need additional help to meet graduation requirements. The algebra EOCE score and the end-of-year algebra grade determine the student’s performance level and guide placement decisions in mathematics courses for the following year.

To protect student privacy, “—” is used in the following table instead of the percentage when the number of students tested is 10 or less in that category. There is no district-mandated writing test.

## THIS SECTION DOES NOT APPLY TO THIS SCHOOL.

### California Physical Fitness Test Results (2006)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE Web site at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Grade Level	Percentage of Students Meeting Fitness Standards
7	53.9
9	41.3

## ACCOUNTABILITY

### Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

### API Ranks—Three-Year Comparison

This table displays the school’s statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar-schools rank of 1 means that the school’s academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	10	10	10
Similar Schools	10	10	10

### API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, “B” means the school did not have a valid 2005 API Base and will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

Group	Actual API Change			API Score
	2004	2005	2006	2006
All Students at the School	-3	17	18	879
African American				
American Indian or Alaska Native				
Asian	-1	2	24	921
Filipino				
Hispanic	-4	21	17	866
Indochinese				
Pacific Islander				
White				
Socioeconomically Disadvantaged	-3	17	18	879
English Learners	—	—		
Students with Disabilities	—	—		

### State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

### Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- At minimum of a 95 percent participation rate on the state’s standards-based assessments in English language arts (ELA) and mathematics
- A certain percentage of students who scored proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator (i.e., the school must show growth of at least one point for 2005–06 or have a 2006 API Growth score of at least 590)
- Graduation rate (for secondary schools only, the school must have a 2006 graduation rate of at least 82.9, show improvement in the graduation rate from 2005 to 2006 of at least 0.1, OR show improvement in the average two-year graduation rate of at least 0.2)

Detailed information about AYP, including participation rates and percentage proficient results by student group, can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

### AYP Overall and by Criteria (2006)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	Yes	Yes
Percentage Proficient—Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	—
Year in Program Improvement	N/A	—
Number of Schools Currently in Program Improvement	—	52
Percentage of Schools Currently in Program Improvement	—	27.4

## SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates (per 100 students) and graduation rates for the most recent three-year period. The formula for the one-year dropout rate is Grade 9–12 dropouts divided by Grade 9–12 enrollment, multiplied by 100. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for Grades 9–12, in consecutive years, plus the number of graduates, multiplied by 100. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/).

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Dropout Rate (one-year)	0.0	0.0	0.0	4.8	4.2	2.8	3.2	3.3	3.1
Graduation Rate		100.0	100.0	83.4	80.9	82.4	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2005–06 school year in the 12th grade, this table displays by student group the percentage of students who met all state and local graduation requirements for Grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/). Note: A blank means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	97.7	90.2	—
African American	100.0	85.9	—
American Indian or Alaska Native	N/A	97.4	—
Asian	100.0	94.5	—
Filipino	100.0	97.9	—
Hispanic or Latino	96.1	83.6	—
Indochinese	100.0	93.4	—
Pacific Islander	N/A	101.5	—
White	100.0	94.7	—
Socioeconomically Disadvantaged	97.7	80.7	—
English Learners	N/A	72.7	—
Students with Disabilities	100.0	72.8	—

*NOTE: Percentages may be greater than 100 due to changes in enrollment between the beginning of school and graduation.*

### Career Technical Education Programs

The School's advisory classes address career education at key grade levels, 8, 9, 10, 11 and 12 with career units and guest speakers who address student area of interest. At 8th grade, following administration of PSAT, students explore careers associated with college majors and stated career interest culminating in a research project. In 9th grade, students began their service requirement of 10 hours per year and tie service into career exploration. Students reflect on service activities and how it may tie into careers. At 10th grade, students begin preparation for Career Exploration by completing the Career I-Search Paper. At the 11th grade, students interview someone from a selected career and interpret information, determine the validity of the information, formulate a meaningful conclusion and make an effective presentation. (Technology Plan). At 12th grade, students do internships in selected career areas and do a formal presentation to a panel of outside community members. Student performance for each of the activities is measured by department developed rubrics. Additionally, the School has course sequences to address careers: ROP pre-engineering and engineering and the music technology sequence.

For additional information, contact the district office or speak with the school principal.

## Career Technical Education Participation (2006)

Data reported are intended to measure the performance of the school's career technical education (CTE) programs. "Number of pupils" is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year. "Percentage of pupils completing a CTE program and earning a high school diploma" is the number of students who earned a high school diploma during the most recently completed school year and who had completed a CTE program at some time during their high school years divided by the total number of students who earned a high school diploma during the most recently completed school year. "Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education" is the number of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education divided by the total number of all CTE courses offered by the school.

Measure	CTE Program Participation
Number of pupils	17
Percentage of pupils earning a high school diploma who also completed a CTE program	0
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

## Courses for University of California (UC) and/or California State University (CSU) Admission (2006)

This table displays for the most recent year two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at [dg.cde.ca.gov/dataquest/](http://dg.cde.ca.gov/dataquest/).

Indicator	Courses Required for UC/CSU Admission
Number of Students Enrolled in Courses	93
Percentage of Graduates Who Completed All Courses	100

## Advanced Placement Courses (2006)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percentage of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at [dg.cde.ca.gov/dataquest/](http://dg.cde.ca.gov/dataquest/).

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	1	—
English	2	—
Visual and Performing Arts	—	—
World Language	4	—
Mathematics	1	—
Science	1	—
History–Social Science	3	—
All Courses	12	10

## College Admission Test Preparation Course Program

All students in Grades 8–11 take the Preliminary Scholastic Assessment Test (PSAT) at the school's expense each October. The SAT Reasoning Test, American College Test (ACT), and SAT Subject Tests will be taken at least once by each student in Grades 11 and 12. In 2005–06, 733 AP tests were taken in 10 subjects.

## SAT Reasoning Test

This table displays the percentage of the school's Grade 12 students who voluntarily take the SAT Reasoning Test for college entrance and the average verbal, math, and writing scores of those students. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results, and comparisons of these average schools to the district and state levels, can be found at the CDE Web site at [www.cde.ca.gov/ds/sp/ai/](http://www.cde.ca.gov/ds/sp/ai/). Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Grade 12 Enrollment	56	75	89
Percentage of Grade 12 Enrollment Taking Test	105.0	115.0	111.0
Average Verbal Score	482	512	493
Average Math Score	491	511	503
Average Writing Score	—	—	498

## INSTRUCTIONAL PLANNING AND SCHEDULING

### School Instruction and Leadership

The Preuss School UCSD has a strong instructional program based on a liberal arts curriculum. We offer a focused curriculum designed to ensure that students meet the University of California “a–g” admission requirements. Teachers develop curriculum to meet or exceed district and state standards and draw from the most innovative and proven schemes in secondary education. Academic rigor and teaching methods are monitored and enhanced during weekly professional development meetings. The school devotes significant resources, in the form of small classes, tutors in each course, and an extended school day and school year, as part of its effort to reduce the achievement gap between upper- and lower-socioeconomic groups. In line with our vision, we emphasize how we can best meet the needs of our students by paying close attention to the roles and responsibilities of each constituent group involved in the school. The student is viewed as a researcher in each subject matter, learning the subject not only theoretically, but also in direct application. UCSD tutors play an integral part in personalizing each teacher’s curriculum to students. The teacher is an active classroom researcher. Parents are partners and learners in their children’s learning and achievement. The community and university are partners and supporters in student learning.

The Preuss School’s goal is for students to be able to meet specific performance standards by finding and using information through the “Am I CLEAR” approach, which deepens understanding through a framework of inquiry, collaboration, evidence, application, research, and reflection.

Ninety-six percent of the parents who responded to a June 2004 parent questionnaire rated the overall curriculum at Preuss as excellent or good. Ninety-four percent felt the instructional program in reading and writing was excellent or good, 93 percent rated the math program as excellent or good, and 97 percent rated the overall quality of our teachers as excellent or good.

### Professional Development

Preuss staff members meet weekly to improve curriculum and learn new teaching strategies, especially in the area of literacy. Trainers from the university or teacher experts from our staff present model lessons or strategies learned from workshops, videos, and published material or books. Activities also center on teaching and discussions of lessons and student work. These discussions enable teachers to inquire into best practices and learn from each other, as well as from research in the field. As a result of this cycle of inquiry, curriculum is further refined and developed to meet the needs of the students. Teachers have embarked on an innovative practice, termed “lesson study,” whereby teachers analyze a common lesson, research the best way to present it, and then observe one another as the lesson is taught. Preuss School teachers have an annual contract of 203 days, five of which are staff development days.

### Instructional Minutes (2006)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
6	69,015	54,000
7	69,015	54,000
8	69,015	54,000
9	73,481	64,800
10	73,481	64,800
11	73,481	64,800
12	73,481	64,800

### Continuation School Instructional Days (2006)

The California Education Code requires continuation schools to provide a minimum of 180 instructional days per year, with at least 180 minutes of instructional time in each of those days. The table below shows the number of instructional days offered compared to the state requirement for each grade level.

Grade Level	Instructional Days	
	Offered	Required
9	N/A	180
10	N/A	180
11	N/A	180
12	N/A	180

### Minimum Days in School Year

In 2005–06, Preuss School UCSD had 39 minimum or shortened days for students. The extra time on those days was used for staff development, parent conferences, and teacher planning.