

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2026-2027

Date of Board Approval

June 25, 2026

LEA Name

The Preuss School UC San Diego

CDS Code:

37683383731189

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Preuss School UC San Diego serves approximately 850 scholars in grades 6–12, nearly all of whom are low-income and first-generation college-bound, with significant populations of English Learners, Long-Term English Learners (LTELs), and scholars with disabilities. Federal funds received through Title I, Part A, Title II, Part A, and Title IV, Part A are used strategically to supplement — not supplant — the robust investments made through LCFF supplemental and concentration grants, which total \$1,951,042 for 2025-26.

The school's LCAP is organized around four interconnected goals: (1) Building a Culture of Community and Collaboration, (2) High-Quality Teaching and Learning, (3) Scholar-Centered School Structures, and (4) Supporting the Whole Scholar through a Multi-Tiered System of Supports (MTSS). State and local funds under the LCFF provide the foundational investment in core staffing, instruction, and scholar support systems across all four goals. Federal funds extend and deepen this investment in targeted ways, as described below.

Title I, Part A funds fully support the school's counseling program (LCAP Goals 1.4, 2.6, 3.5, and 4.2), which addresses the academic, social-emotional, and college and career readiness needs of a student population for whom counseling access is not optional but essential. A counselor needs assessment and self-reflection conducted annually documents the breadth of this work. Academically, counselors provide graduation checks, A-G planning, credit recovery tracking, 504 plan development and implementation, D/F monitoring and family notification, and new student onboarding across grades 6–12. Socially and emotionally, counselors conduct daily individual and group sessions, facilitate restorative circles and conflict resolution, lead crisis intervention and threat assessment, implement SEL lessons in classrooms, and coordinate with outside mental health partners including UCSD mental health programs, UPAC, Douglas Young, and OPSAM. For college and career readiness, counselors support UC and CSU applications, FAFSA/CADAA completion — including a parent workshop and special circumstances troubleshooting — letters of recommendation, resume building, and concurrent enrollment planning.

The needs assessment identifies increased mental health need among post-pandemic, low-income, first-generation scholars as a primary driver of counseling demand, and notes that without Title I funding these credentialed positions would not be able to exist at current pupil to personnel ratios, leaving academic, social-emotional, and college and career needs unmet. The rationale for Title I supporting counseling schoolwide is grounded in the school's demographics: nearly 100% of scholars qualify as low-income and first-generation, meaning every student served is a member of the unduplicated population for whom Title I is intended. Research consistently demonstrates that school counselor access improves graduation rates, college enrollment, and social-emotional outcomes for low-income and first-generation students — precisely the outcomes Preuss is working to achieve.

Title I, Part D funds support the school's services for scholars experiencing homelessness and scholars in foster care through the McKinney-Vento Homeless Assistance Act. The Preuss School's McKinney-Vento liaison is the school's Family Support Specialist (FSS), who provides direct, individualized support to scholars and families experiencing housing instability or involved in the foster care system. This includes identifying and enrolling homeless and foster youth, ensuring immediate access to school services without barriers related to documentation or residency, and coordinating wraparound supports such as connections to community resources including food distribution, clothing, and basic needs assistance. The FSS also serves as a bridge between families and the school, utilizing interpretation services to communicate with families in their home language and ensuring that scholars experiencing homelessness or in foster care are connected to the counseling team, academic support structures, and social-emotional services available on campus.

This work directly supports LCAP Goals 1, 3, and 4, which prioritize community collaboration, scholar-centered support systems, and the whole-scholar MTSS framework. Foster youth and homeless scholars represent some of the highest-need members of the Preuss community, and the dedicated McKinney-Vento liaison role ensures these scholars receive the stability, advocacy, and continuity of support necessary to remain enrolled, engaged, and on track toward college.

Title II, Part A funds supplement state and local investments in educator quality by supporting professional development aligned with the school's instructional priorities. The LCAP documents ongoing work with the San Diego County Office of Education around MTSS implementation, differentiated assistance for LTELs, and the integration of high-quality

instructional tasks into daily practice (Goal 4, Metric 4.2). Title II funds support this professional learning, including appropriate use of Artificial Intelligence technologies, training in effective ELD strategies for Multilingual Learners and LTELs, and in restorative practices (Goal 3, Action 3.4) to address disproportionate suspension rates, particularly for English Learners (10.6%) and LTELs (11.6%) as reported on the California Dashboard. Evidence from the field on restorative justice in schools supports this approach as an effective alternative to exclusionary discipline for underserved student populations. For SY26-27, the school will deploy Title II funds to support professional development focused on Artificial Intelligence policy and procedure development, which has been identified as a compelling need through our stakeholder engagement with instructional faculty.

Title IV, Part A funds supplement the school's investments in well-rounded education by supporting Advanced Placement exam fees for scholars enrolled in AP courses across the school's single-track, detracked college preparatory curriculum. The Preuss School operates a detracked instructional model in which all scholars — regardless of income, language status, or disability — are enrolled in the same rigorous, college preparatory coursework. This model ensures equitable access to advanced academic content, but for low-income and first-generation scholars, the cost of AP exams can represent a meaningful barrier to demonstrating college readiness and earning college credit. Title IV funds remove that financial barrier, ensuring that participation in the AP exam process is accessible to every scholar who has completed the coursework. This investment directly supports the school's mission of preparing first-generation college-bound scholars for success in higher education and aligns with LCAP Goal 2 (High-Quality Teaching and Learning), which tracks AP course enrollment and performance as an indicator of scholar achievement and college readiness.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Preuss School UC San Diego ensures that federal funds are tightly aligned with LCFF-funded activities and with each other through a unified planning process rooted in the LCAP and the school's strategic plan, the Foundation for Scholar Transformation (F4ST).

Alignment across funding streams: All federal funds flow into the same four LCAP goals that organize state and local spending. Rather than operating federal programs in parallel, Preuss uses federal dollars to supplement specific layers of the same schoolwide systems. LCFF funds pay for core instructional staffing in ELA, Math, Science, and Social Science (Goals 2.2–2.5) as well as the literacy and numeracy intervention specialists who provide Tier 2 and Tier 3 academic support within that instructional framework. Title I funds supplement this system by supporting the counselors who address the non-academic barriers — mental health, family communication, credit recovery, college access — that affect whether scholars can access and benefit from that instruction. Title IV funds supplement the broad course of study goals by providing scholars access to AP Exams without cost.

Alignment between Title I counseling and LCAP goals: The counseling program funded by Title I is directly integrated into all four LCAP goals. Counselors contribute to Goal 1 (community and collaboration) through restorative circles, family engagement, and ELAC and PTA outreach. They contribute to Goal 2 (high-quality teaching and learning) through academic monitoring, A-G planning, 504 implementation, and attendance at IEP meetings. They contribute to Goal 3 (scholar-centered structures) through college and career readiness programming, FAFSA/CADAA support, and scholar study team participation. And they contribute to Goal 4 (MTSS and whole-scholar support) through Tier 1 classroom SEL lessons, Tier 2 group counseling, and Tier 3 individual crisis intervention and mental health coordination. This integration ensures Title I counseling expenditures are not siloed but are embedded within the school's comprehensive improvement strategy.

Alignment across federal programs: Title I, Title II, and Title IV activities are designed to reinforce one another. Professional development supported by Title II builds educator and counselor capacity to deliver the comprehensive student support funded under Title I and the SEL and PBIS strategies supported by Title IV. The school's weekly 105-minute Friday professional development block, used to align department goals with LCAP priorities, serves as the primary venue for this integrated professional learning.

Coordination with SDCOE technical assistance: The Preuss School's current Differentiated Assistance work with the San Diego County Office of Education around LTEL performance provides a coordinating framework that informs how both

state and federal resources are deployed, ensuring coherence between the school's improvement strategy and its resource allocation across all funding sources.

Avoiding supplanting: Federal funds are used exclusively to add services, staff time, materials, or professional learning beyond what is provided through LCFF and local funds. The school's single-track, schoolwide design — in which nearly 100% of scholars qualify as low-income and first-generation — supports a schoolwide Title I model that efficiently integrates federal investment into a unified system of support for all scholars, with particular benefit for the unduplicated student groups the school was founded to serve.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

As a single-school local educational agency, The Preuss School UC San Diego does not select among multiple school attendance areas. The entire school constitutes one attendance area, and Title I services are provided on a schoolwide basis. The school identifies economically disadvantaged scholars using two poverty criteria consistent with Section 1113 of the Every Student Succeeds Act: direct certification and free and reduced-price meal (FRPM) eligibility.

Direct certification is used to identify scholars who are automatically eligible based on their participation in qualifying public assistance programs, including CalFresh (SNAP), Medi-Cal, and the California Work Opportunity and Responsibility to Kids (CalWORKs) program, as well as scholars who are in foster care or experiencing homelessness. FRPM eligibility is used to identify additional scholars from low-income households whose families have submitted applications demonstrating income at or below 185% of the federal poverty level.

Together, these two measures ensure comprehensive identification of economically disadvantaged scholars across the school population. Nearly all scholars at The Preuss School qualify under one or both criteria, which is consistent with the school's founding mission to serve scholars from socioeconomically disadvantaged families throughout the San Diego Unified attendance boundaries. This high concentration of low-income scholars provides the basis for the school's schoolwide Title I program and informs the allocation of Title I resources across academic, social-emotional, and college and career readiness services.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable to Charters and Single School Districts.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The Preuss School UC San Diego is committed to building strong, meaningful partnerships with parents and families as an essential component of scholar success. The school's Parent and Family Engagement Policy, available on the school's website, outlines the strategies and commitments the school makes to engage families in the education of their children and to support the implementation of the Title I schoolwide program.

Title I Annual Meeting: The Preuss School provides parents and families with an opportunity to learn about the school's Title I status, the nature and scope of the Title I program, and their rights under the Every Student Succeeds Act, including the right to request information regarding the professional qualifications of their child's teachers. This information is incorporated into the School Site Council meeting agenda at the start of each school year, ensuring that parent members of the School Site Council are informed of the school's Title I program and that this information is communicated back to the broader parent community.

Ongoing Family Engagement: The Preuss School engages parents and families throughout the year through multiple structures and channels. The School Site Council, which includes parent representatives, meets regularly to review school data, provide input on the Title I schoolwide program, and approve the Single Plan for Student Achievement. The English Learner Advisory Committee (ELAC) provides a dedicated forum for parents of English Learners to receive information and provide input on programs and services affecting their children. The PTA Executive Committee meets regularly with school administration to review LCAP goals, school performance data, and program updates, and includes

parents of scholars with disabilities, scholars experiencing homelessness, and scholars in the English Learner program. A parent advisory group participates in the annual LCAP development process, providing feedback that directly shapes school goals and resource allocation decisions.

Communication and Accessibility: The school distributes a regular community newsletter, Preuss Positive, through ParentSquare, which includes a feedback mechanism allowing parents to submit input in their home language, with automatic translation available for school administration. The school is committed to providing translation and interpretation services to ensure that all essential communications — including those related to scholar progress, program participation, and Title I services — are accessible to families who are not English proficient. Parents of scholars in the Multilingual Learner program, Learning Services (Special Education), and other targeted programs receive direct notification of their child's status, goals, and available supports.

School-Parent Compact: Consistent with Section 1116 requirements, The Preuss School maintains a school-parent compact that outlines the shared responsibilities of the school, parents, and scholars in supporting academic achievement and the goals of the Title I program. The compact is developed in consultation with parents and reflects the school's commitment to high-quality instruction, open communication, and family partnership.

Capacity Building for Parents: The school offers workshops and presentations designed to build parents' capacity to support their children's academic and social-emotional development. These include FAFSA/CADAA completion workshops, college application support events, and counselor-led presentations at PTA meetings on topics including mental health, academic progress, and college readiness.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comprehensive Support and Improvement (CSI): The Preuss School UC San Diego has not been identified for Comprehensive Support and Improvement. N/A.

Targeted Support and Improvement (TSI): The Preuss School UC San Diego was previously identified for Additional Targeted Support and Improvement (ATSI) related to the performance of scholars with disabilities, and has since re-entered ATSI due to the performance of Long-Term English Learners as a newly designated subgroup. In the event of any current or future TSI identification, the school will involve parents and family members in the development of the Targeted Support and Improvement plan through the following structures: parent representatives on the School Site Council will be provided with the relevant Dashboard data and invited to participate in the root cause analysis process; the ELAC / MLAC will be specifically engaged when the identified subgroup includes English Learners or Long-Term English Learners; and the PTA Executive Committee will be briefed on the identification and the proposed response. Parent input gathered through these bodies will be incorporated into the plan prior to adoption. The school's ongoing collaboration with the San Diego County Office of Education provides an additional framework for ensuring that parent and family voice is embedded in the improvement planning process.

ESSA Section 1112(b)(7): Parent and Family Engagement Strategy

1. Parent and Family Engagement Policy

The Preuss School UC San Diego has developed a written Parent and Family Engagement Policy consistent with ESSA Section 1116(a). The policy was developed in consultation with parents and family members through the School Site Council and PTA Executive Committee, both of which include parent representatives from across the school community, including parents of scholars with disabilities, scholars experiencing homelessness, and scholars in the English Learner program. The policy is reviewed annually, agreed upon with parents through these shared governance structures, and made publicly available on the school's website. Copies are distributed to families at the start of each school year and are available upon request in translated formats. The policy describes the school's commitments to family engagement, the Title I annual meeting, the school-parent compact, and the mechanisms through which parents can provide ongoing input into the Title I schoolwide program.

2. Helping Parents Understand Academic Standards, Assessments, and Scholar Progress

The Preuss School provides parents with information and support to help them understand California's academic standards, state and local assessments, and the requirements of the Title I program. At the start of each school year, the school holds a Title I informational opportunity as part of the School Site Council meeting, during which parents are informed of the school's Title I status, the nature of the schoolwide program, and their rights under ESSA. Throughout the year, school counselors conduct grade-level presentations at PTA meetings covering academic progress, graduation requirements, and A-G eligibility. Parents receive notification of D/F grades and have access to scholar progress through the Aeries parent portal, which provides real-time visibility into attendance, grades, and course completion. Counselors meet individually with families to review academic plans, credit recovery status, and progress toward graduation and UC/CSU eligibility. The school also shares California School Dashboard data with parents through LCAP presentations, helping families understand how the school is performing on state indicators and what the school is doing in response.

3. Materials and Training to Support Learning at Home

The Preuss School provides parents with materials and training designed to help them support their children's learning outside of school. The school's FAFSA/CADAA parent workshop equips families with the knowledge and tools to complete financial aid applications, including guidance on special circumstances and document requirements. Counselors lead college application support events, including UC and CSU application workshops and Common App

support sessions, that are open to parents and families. The school distributes the Preuss Positive community newsletter via ParentSquare, which provides families with updates on academic programs, upcoming events, and resources. ParentSquare's multilingual platform allows parents to access communications and submit feedback in their home language. The school also connects families to community resources that support learning and stability at home, including food distribution, clothing, and basic needs assistance coordinated through the Family Support Specialists.

4. Educating Staff on the Value of Parent Partnership

The Preuss School recognizes that effective family engagement requires that all staff understand and value the contributions of parents as equal partners in scholar success. School administration and counselors regularly present at staff professional development sessions on the importance of family communication, cultural responsiveness, and proactive outreach to families of high-need scholars. The school's weekly Friday professional development block provides ongoing opportunities for staff to align their practices with the school's family engagement goals. Counselors serve as a primary bridge between families and the instructional team, facilitating communication about scholar progress, program participation, and available supports. The school's use of ParentSquare as a schoolwide communication platform ensures that all staff have a consistent, accessible tool for reaching families in their home language. Staff are trained to utilize interpretation services when communicating with families who are not English proficient, and are expected to initiate proactive outreach to families rather than waiting for families to contact the school.

5. Coordinating Parent Engagement Across Federal, State, and Local Programs

The Preuss School coordinates its parent and family engagement efforts across federal, state, and local programs to maximize coherence and impact. The Title I parent engagement requirements are integrated into the school's LCAP educational partner engagement process; an LCAP Parent Advisory Committee serves in lieu- of the the SPSA development process (as allowed for single-site charter schools). The ELAC / MLAC coordinates engagement of parents of English Learners across Title III and LCFF-funded Multilingual Learner program requirements. Counselors coordinate with the advisory teachers to align family engagement around college and career readiness across Title I-funded counseling services and locally funded programs. The school also partners with external organizations including UCSD mental health programs, UPAC, Douglas Young, and OPSAM to extend the reach of family support services beyond what the school can provide directly, and the Family Support Specialists serve as the connective tissue between these community partnerships and the families they serve.

6. Ensuring Communications Are Accessible and Understandable

The Preuss School is committed to ensuring that all information related to school programs, meetings, and activities reaches families in a format and language they can understand. The school uses ParentSquare as its primary communication platform, which provides automatic translation of school communications into the home languages of families, allowing parents to read and respond in their preferred language. The school's Preuss Positive newsletter is distributed through ParentSquare and includes a feedback button that allows parents to submit input in their home language. Interpretation services are available for all school meetings, including IEP meetings, SST meetings, School Site Council meetings, and parent-teacher conferences. Written communications regarding scholar progress, program participation, and Title I services are provided in translated formats to the extent practicable. Counselors utilize Global Village interpretation services to communicate with families during individual meetings when a language barrier exists.

7. Responding to Parent Requests for Support

The Preuss School is responsive to parent requests for additional engagement support and works to remove barriers to participation. Parents may submit feedback and requests through the ParentSquare platform at any time, and school administration reviews this feedback regularly. Counselors are available to meet individually with parents to address academic, social-emotional, and college readiness concerns, and the Family Support Specialists provide direct outreach and navigation support to families experiencing barriers related to housing instability, poverty, or language access. The school tracks parent volunteer hours and participation in workshops and events, using this data to identify gaps in engagement and adjust outreach strategies accordingly. Parents who are unable to attend in-person meetings are offered alternative means of participation, including virtual meeting options and individual follow-up with counselors or administrators.

8. Ensuring Informed Participation for All Families

The Preuss School takes deliberate steps to ensure that all parents and family members — including those with limited English proficiency, those with disabilities, and those facing other barriers to participation — have meaningful opportunities to engage in their children's education. The PTA Executive Committee includes parents representing the school's most vulnerable populations, including parents of scholars with disabilities, scholars experiencing homelessness, and scholars in the English Learner program, ensuring that these voices are present in shared governance structures. The ELAC provides a dedicated forum for parents of English Learners to receive program

information and provide input in a culturally and linguistically accessible setting. The Family Support Specialists conduct direct outreach to families of homeless and foster youth scholars, ensuring these families are connected to school programs and informed of available supports. All school reports, notifications, and program communications are provided in translated formats to the extent practicable, and interpretation is available at all school meetings upon request.

Alignment with the LCAP Educational Partner Engagement Process

The Preuss School aligns its Title I parent and family engagement requirements under Section 1116 with the LCAP educational partner engagement process by using the same structures, relationships, and communication channels to meet both sets of obligations. The LCAP Parent Advisory Committee, School Site Council, ELAC / MLAC, and PTA Executive Committee serve as the shared governance bodies through which parents provide input into both the Title I schoolwide program and the LCAP development process. Parent feedback gathered through these bodies informs the LCAP and federal Title I Part A Stakeholder Engagement requirements, ensuring that family voice shapes resource allocation and program design across all funding streams. The LCAP parent advisory group, which participates in annual LCAP development meetings, is also informed of the school's Title I program and its alignment with LCAP goals, creating a unified picture of how federal, state, and local funds are working together on behalf of scholars. The Preuss Positive newsletter and ParentSquare platform serve as the common communication infrastructure for both LCAP and Title I family engagement, ensuring consistency of messaging and accessibility for all families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Preuss School UC San Diego does not operate educational services in local institutions for neglected or delinquent children, and does not currently serve neglected or delinquent children in community day school programs under a separate Title I, Part D subpart 1 program. However, the school does receive Title I, Part D funds to support scholars who are in foster care or experiencing homelessness, consistent with the McKinney-Vento Homeless Assistance Act. The school's McKinney-Vento liaison, who serves in the role of Family Support Specialist, identifies and supports scholars experiencing housing instability and scholars in the foster care system, ensuring their immediate enrollment, access to services, and connection to community resources. These scholars are served within the schoolwide program

and receive the full range of academic, social-emotional, and college and career readiness supports available to all Preuss scholars, with additional individualized outreach and coordination provided by the Family Support Specialist to address the unique barriers they face.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Middle Grades to High School Transition

The Preuss School UC San Diego supports the transition from middle school to high school through its seven-year Advisory program, known as the Preuss University Preparatory Class (Advisory). When scholars enter Preuss in 6th grade, they are placed with a cohort and assigned the same Advisory teacher for each subsequent year, building a sustained relationship between scholars, families, and educators that spans the entire middle-to-high school continuum. This continuity of relationship is the foundation of the school's transition support model, ensuring that no scholar enters high school without an established network of adults who know them well academically, socially, and personally. Advisory content is tailored to the developmental and academic needs of each grade level, with the 8th-to-9th grade transition receiving specific attention. Counselors conduct graduation check presentations and academic planning meetings with 8th grade scholars and their families to ensure that scholars understand high school course requirements, A-G eligibility pathways, and the expectations of the college preparatory curriculum they will continue in grades 9–12. The school's detracked, single-track curriculum means that all scholars enter high school enrolled in the same rigorous college preparatory coursework, eliminating tracking-based barriers that often disadvantage low-income and first-generation students at the point of transition.

High School to Postsecondary Transition

The Preuss School's location on the UC San Diego campus is a deliberate and defining feature of its postsecondary transition model, providing scholars with daily proximity to a world-class research university and the cultural experience of a college environment. Advisory programming at the high school level is specifically designed to build college knowledge, college identity, and college readiness, including college visits and campus exposure activities that help scholars envision themselves as college students.

School counselors play a central role in the high school to postsecondary transition, supporting scholars through every stage of the college application process. This includes UC and CSU application support, Common App assistance, transcript reviews, letters of recommendation, FAFSA and CADAA completion — including a dedicated parent and scholar workshop — and individualized guidance on financial aid special circumstances. Counselors participate annually in UC and CSU admissions update workshops and California Student Aid Commission financial aid training to ensure their college counseling reflects current requirements and opportunities. Seniors receive direct support through application submit days and ongoing individual meetings to ensure that every scholar has a viable postsecondary plan.

The school also supports postsecondary readiness through its internship class, which provides scholars with broad-based exposure to career pathways and equips them with the practical skills needed to pursue employment and professional opportunities. The internship class helps scholars understand the job application process, develop resumes, and explore career interests, building the career literacy that complements their academic preparation for college. This is

particularly meaningful for first-generation scholars who may have limited exposure to professional environments and career networks through their families.

The school's proximity to UC San Diego also creates informal but meaningful access to research, cultural events, and university resources that deepen scholars' understanding of postsecondary life and reinforce their sense of belonging in higher education settings.

Dual and Concurrent Enrollment

The Preuss School does not currently offer dual or concurrent enrollment opportunities. Scholars who express interest in community college coursework while enrolled at Preuss receive individual guidance from school counselors on the concurrent enrollment process and available options.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Additional Information Regarding Use of Funds

Gifted and Talented Students (ESSA Section 1112(b)(13)(A))

The Preuss School UC San Diego does not operate a formal gifted and talented identification or programming system. This is consistent with the school's founding philosophy and detracked, single-track college preparatory model, which is premised on the belief that all scholars — regardless of prior academic performance or perceived ability — are capable of succeeding in a rigorous college preparatory curriculum when provided with the right supports and high expectations. Rather than separating scholars into tracked or gifted pathways, Preuss provides universal access to Advanced Placement coursework across core subject areas, ensuring that every scholar has the opportunity to engage with college-level content and demonstrate college readiness.

For scholars who have demonstrated exceptional academic readiness, particularly in mathematics and science, the school leverages its unique location on the UC San Diego campus to facilitate individual enrollment in university-level courses. This informal but meaningful pathway provides advanced scholars with access to coursework beyond what is available within the school's own course offerings, connecting them directly to the academic resources of a world-class research university. This opportunity is coordinated on a case-by-case basis through school counselors and administration in collaboration with UC San Diego.

Title I funds are not currently used to support gifted and talented identification or advanced course coordination. These opportunities are made available through the school's location-based partnership with UC San Diego and are coordinated using existing staff capacity.

School Library Programs and Digital Literacy (ESSA Section 1112(b)(13)(B))

The Preuss School UC San Diego maintains a fully functional school library staffed by a full-time credentialed teacher librarian. The school library serves as an academic resource hub for scholars across all grade levels, supporting research skills development, independent reading, and access to print and digital resources that complement the school's rigorous college preparatory curriculum. The teacher librarian collaborates with classroom teachers to integrate library and research skills into core content instruction, helping scholars develop the information literacy competencies that are essential for success in college and beyond.

The school's location on the UC San Diego campus provides scholars with additional access to university library resources and research environments that extend the learning opportunities available through the school library, further enriching scholars' exposure to academic research practices and digital information resources.

Title I funds are not currently directed toward the school library program. The library is supported through the school's general operating budget, reflecting the school's commitment to maintaining this resource as a foundational component of the college preparatory experience for all scholars.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Professional Growth and Improvement

1 & 2. Systems of Professional Growth and Improvement

Teachers

The Preuss School UC San Diego has developed a multi-layered system of professional growth and improvement for teachers that begins at the point of hire and continues throughout a teacher's career at the school.

New teachers receive four days of pre-service orientation prior to the start of the school year, providing foundational grounding in the school's mission, culture, instructional expectations, and scholar-centered practices. Teachers who serve in Advisory also participate in a dedicated Advisory Bootcamp, a standalone professional development day focused specifically on the Advisory program's grade-level curriculum, relationship-building practices, and role in supporting scholar transitions and college readiness. This differentiated onboarding recognizes that the Advisory role carries distinct responsibilities beyond classroom instruction and requires specific preparation.

All new credentialed teachers participate in a formal teacher induction program through the El Dorado Charter SELPA, consistent with California's requirements for preliminary credential holders. The induction program provides structured support, mentorship, and individualized professional growth planning during a teacher's early career, ensuring that new educators receive the guidance and formative feedback necessary to develop their practice and move toward a clear credential.

Teacher evaluation is conducted annually using the California Standards for the Teaching Profession (CSTP) as the framework for assessing instructional effectiveness. The evaluation process includes formal observation and feedback cycles that provide teachers with structured, standards-aligned assessment of their practice and clear direction for growth. This annual evaluation system ensures accountability for instructional quality while providing teachers with the data they need to reflect on and improve their practice over time.

Throughout the school year, teachers participate in weekly Friday professional development sessions lasting 105 minutes, which serve as the primary schoolwide structure for ongoing professional learning. This dedicated, recurring time allows for sustained engagement with instructional improvement priorities, data analysis, department collaboration, and alignment with LCAP goals. The school's Instructional Support Team, comprised of department chairs and departmental representatives, provides input annually into the subsequent year's professional development plan, ensuring that the PD calendar reflects the instructional priorities and learning needs identified by teachers themselves. This structure creates a teacher-driven feedback loop that keeps professional development responsive and relevant.

Department chairs and Advisory teachers are granted monthly substitute coverage opportunities to engage in professional development activities, including structured observation of colleagues across departments and grade levels. This peer observation model builds instructional capacity by exposing teachers to a range of pedagogical approaches and fostering a culture of professional inquiry and shared learning. Additionally, Title II, Part A funds support select

summer learning opportunities and within-school-year professional development conferences, allowing teachers to engage with current research, best practices, and professional networks beyond the campus.

Principal

The principal of The Preuss School is evaluated annually by the Superintendent through the UC San Diego performance appraisal process for staff positions. This evaluation framework situates the principal within the broader UC San Diego institutional context and holds school leadership accountable to both the school's educational mission and the performance standards of the university. The annual appraisal provides a structured opportunity for the Superintendent and principal to review progress toward school goals, assess leadership effectiveness, and identify priorities for the coming year.

Superintendent and Other School Leaders

The Superintendent, as the authorized representative of the LEA, provides overall leadership for the school's professional growth systems and is responsible for ensuring that professional development investments are aligned with the school's strategic priorities as reflected in the LCAP and the Foundation for Scholar Transformation (F4ST). Department chairs serve as instructional leaders within their content areas and play a formal role in the school's professional development planning through their participation in the Instructional Support Team. This team structure creates meaningful teacher leadership opportunities that recognize and utilize the expertise of experienced educators while distributing leadership responsibility across the school community.

3. Promoting Professional Growth and Measuring Improvement

The school measures the effectiveness of its professional growth systems through multiple indicators. Teacher evaluation data gathered through the annual CSTP-based observation and feedback cycle provides a direct measure of instructional growth over time. School-level outcome data — including CAASPP, Fastbridge, and ELPAC results, as well as attendance, chronic absenteeism, and suspension rates as reported on the California Dashboard — serve as indirect measures of the impact of professional development investments on scholar outcomes. The Instructional Support Team's annual review of the professional development plan includes reflection on whether prior year PD investments moved the school's instructional priorities forward, providing a structured mechanism for evaluating the effectiveness of professional learning and making data-informed adjustments to the subsequent year's plan.

4. Supporting Educators from Early Career Through Advancement

The school's professional growth system is designed to support educators at every stage of their career. Early-career teachers receive structured induction through El Dorado Charter SELPA, pre-service orientation, and Advisory Bootcamp as applicable, providing a strong foundation during the most critical period of professional development. Mid-career and experienced teachers are supported through ongoing weekly professional development, peer observation opportunities, and access to external conferences and summer learning funded in part by Title II. Advancement opportunities are available through department chair roles and participation in the Instructional Support Team, which provide experienced teachers with formal leadership responsibilities and a voice in shaping the school's instructional direction. This progression from supported novice to collaborative leader reflects the school's commitment to retaining talented educators and investing in their long-term growth.

5. Evaluating and Continuously Improving Professional Growth Systems

The Preuss School evaluates its professional growth and improvement systems through an annual cycle of reflection and planning. The Instructional Support Team reviews the effectiveness of the current year's professional development plan and provides input into the design of the following year's plan, creating a built-in mechanism for continuous improvement driven by the educators who participate in these systems. Teacher retention data, tracked as a LCAP metric, provides an additional indicator of whether the school's professional environment — including its professional growth systems — is supporting educators effectively. The LCAP documents that the school's teacher retention rate improved from 66% in 2023-24 to an anticipated 79% in 2024-25, suggesting that investments in school culture, collaboration, and professional support are beginning to yield positive results. The school will continue to monitor retention, evaluation outcomes, and scholar performance data to assess the impact of its professional growth investments and make adjustments as needed to ensure continuous improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Prioritizing Title II, Part A Funding

1. Process for Determining Title II, Part A Funding

As a single-school local educational agency, The Preuss School UC San Diego does not distribute Title II, Part A funds among multiple schools. All Title II, Part A funds received by the LEA are allocated to the single school it operates — The Preuss School UC San Diego — and are used to support professional development and educator quality improvement activities aligned with the school's LCAP goals and the Foundation for Scholar Transformation (F4ST) strategic plan. Funding decisions regarding the use of Title II funds are made by school leadership in consultation with the Instructional Support Team, which includes department chairs and teacher representatives, ensuring that allocations reflect the school's most pressing instructional priorities as identified through data review and educator input.

2. Prioritization of CSI, TSI, and High-Need Schools

Because The Preuss School is the sole school within the LEA, the prioritization requirement under Section 2102(b)(2)(C) is met by definition — all Title II, Part A funds are directed to the one school the LEA serves. That school currently has re-entered Additional Targeted Support and Improvement (ATSI) status due to the performance of the Long-Term English Learner subgroup as reported on the California Dashboard, meaning Title II funds are by default being directed to a school engaged in targeted support and improvement activities. This ATSI designation directly informs how Title II professional development funds are prioritized, with particular attention given to building educator capacity to serve Long-Term English Learners and other unduplicated student groups whose performance data has identified a need for focused instructional improvement.

3. Priority in Funding Decisions

As the LEA's only school, The Preuss School automatically receives the highest funding priority for all Title II, Part A dollars. The school's ATSI status, combined with its enrollment composition — in which nearly 100% of scholars qualify as low-income and first-generation college-bound, and a significant percentage are English Learners, Long-Term English Learners, and scholars with disabilities — means that the school simultaneously meets the criteria of a TSI-identified school and a school serving the highest percentage of children counted under Section 1124(c). Title II funds are therefore concentrated entirely in a school that reflects the highest level of need across both the improvement identification and poverty concentration criteria that the prioritization requirement is designed to address.

Professional development activities supported by Title II are selected with this context in mind, prioritizing learning that directly builds educator capacity to improve outcomes for the school's most underserved student groups, including training in effective ELD and designated ELD instruction for Multilingual Learners and Long-Term English Learners, restorative practices to address disproportionate suspension rates, MTSS implementation, and ongoing participation in UC/CSU admissions and financial aid training to strengthen college counseling services for first-generation scholars.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Data and Ongoing Consultation to Support Continuous Improvement**1. Coordination of Title II, Part A Activities with Related Strategies and Programs**

The Preuss School UC San Diego coordinates its Title II, Part A activities with the school's broader improvement strategy as reflected in the LCAP, the Single Plan for Student Achievement, and the Foundation for Scholar Transformation (F4ST) strategic plan. Professional development funded through Title II is not planned or implemented in isolation but is embedded within the school's unified professional learning system, anchored by the weekly 105-minute Friday professional development block. Title II funds supplement this system by supporting external conference attendance, summer learning opportunities, and specialized training that deepens the work already underway through LCFF-funded professional development structures.

Title II activities are also coordinated with the school's ATSI improvement work in partnership with the San Diego County Office of Education, ensuring that professional development investments directly support the root cause analysis and action steps developed through the differentiated assistance process. This coordination ensures that Title II dollars are targeted toward the instructional improvements most likely to move outcomes for the school's Long-Term English Learners and other unduplicated student groups identified through Dashboard performance data.

2. Using Data to Continually Update and Improve Title II Activities

The Preuss School uses multiple sources of data to evaluate the effectiveness of Title II-funded professional development and inform ongoing adjustments to its professional learning plan. These data sources include: California School Dashboard indicators, including academic performance data for all student groups disaggregated by ELA, Math, and Science on CAASPP and CAST; suspension and chronic absenteeism rates; and ELPAC results for Multilingual Learners and Long-Term English Learners. These indicators provide the broadest measure of whether professional development investments are translating into improved scholar outcomes over time. Fastbridge universal screener data, collected three times per year in ELA and Math, provides more frequent and actionable data on scholar progress in foundational literacy and numeracy, allowing the school to assess whether instructional improvements supported by professional development are reaching scholars in real time.

Teacher evaluation data gathered through the annual California Standards for the Teaching Profession observation and feedback cycle provides a direct measure of instructional growth at the individual teacher level, helping school leaders identify areas where additional professional learning support is needed.

Staff climate survey data is collected to assess educator perceptions of school culture, collaboration, and professional support. This data provides a qualitative complement to outcome-based measures and helps school leadership understand whether the professional growth systems in place are meeting the needs of staff and contributing to a positive, improvement-oriented school culture.

These data sources are reviewed on a regular cycle — Fastbridge data three times per year, Dashboard data annually, teacher evaluation data annually, and staff climate survey data as collected — and are used collectively to inform the annual professional development planning process led by the Instructional Support Team.

3. Using Ongoing Consultation to Update and Improve Title II Activities

The Preuss School uses a structured consultation process to ensure that Title II-funded professional development activities remain responsive to the needs of educators and scholars. The Instructional Support Team, comprised of department chairs and teacher representatives, serves as the primary internal consultation body for professional development planning. This team reviews data, identifies instructional priorities, and provides input into the design of the subsequent year's professional development plan annually, creating a teacher-driven feedback loop that keeps professional learning aligned with classroom realities and scholar needs.

School leadership informs the broader school community — including the School Site Council, PTA Executive Committee, and ELAC — of the school's identified professional development needs and planned Title II activities, ensuring transparency and alignment across the school's governance and engagement structures. While these bodies are not the primary drivers of Title II planning, their awareness of the school's professional learning priorities supports coherence between the school's family engagement, instructional improvement, and resource allocation efforts.

4. Data Sources and Frequency of Analysis

The school monitors the following data sources to evaluate Title II, Part A activities and their impact on educator effectiveness and scholar outcomes:

California School Dashboard indicators are reviewed annually following each Dashboard release, with particular attention to subgroup performance for English Learners, Long-Term English Learners, scholars with disabilities, and socioeconomically disadvantaged scholars. Fastbridge assessment results are analyzed three times per year at the school, grade, and individual scholar level to monitor growth in literacy and numeracy. ELPAC results are reviewed annually to assess progress toward English language proficiency for Multilingual Learners. Teacher evaluation outcomes are reviewed annually as part of the CSTP-based observation cycle. Staff climate survey data is analyzed as collected to assess educator satisfaction, collaboration, and perceptions of professional support. Attendance and suspension data are reviewed on an ongoing basis through the Aeries student information system and reported out to the LCAP on an annual basis.

5. Meaningful Consultation with Educational Partners

a. Teachers

Teachers are consulted through the Instructional Support Team, which meets regularly and provides formal annual input into the professional development plan. All teachers are invited to participate in Title II-supported professional development opportunities, including external conferences, summer learning, and within-school-year training. The weekly Friday professional development block provides an ongoing forum for teachers to engage with and provide feedback on professional learning activities.

b. Principals and Other School Leaders

The principal plays a central role in the design and oversight of Title II-funded activities, working in close collaboration with the Instructional Support Team to align professional development with school improvement priorities. The principal is evaluated annually by the Superintendent, and the outcomes of that evaluation inform leadership development priorities that may be supported through Title II.

c. Paraprofessionals

Paraprofessionals employed by The Preuss School are included in the school's professional development activities and are invited to participate in Title II-supported learning opportunities alongside certificated staff. Their participation in schoolwide professional development ensures that all adults working with scholars share a common understanding of the school's instructional priorities and support systems.

d. Specialized Instructional Support Personnel

All specialized instructional support personnel — including the school psychologist, Family Support Specialists, Attendance Coordinator, and school nurse — are included in the school's professional development planning and are invited to participate in Title II-supported activities. This inclusive approach recognizes that scholar success depends on the coordinated efforts of the full school team, not only classroom teachers, and that professional learning opportunities should build the capacity of every staff member who works with scholars.

e. Charter School Leaders

The Preuss School engages its Academic Advisory Committee, which includes membership from UC San Diego faculty and staff as well as other charter school leaders, to identify and discuss the professional development needs of the school. This body provides an external perspective on the school's instructional priorities and professional growth systems, drawing on the expertise of university faculty and the experience of peer charter school leaders to inform the school's Title II investment decisions.

f. Parents

Parents are informed of the school's professional development priorities and Title II-funded activities through the School Site Council, PTA Executive Committee, and ELAC. While parents are not the primary drivers of Title II planning, their awareness of the school's professional learning goals supports alignment between home and school expectations and ensures transparency in how federal funds are being used to improve educator effectiveness and scholar outcomes.

g. Community Partners

The school engages community partners, including the San Diego County Office of Education, in its professional development planning through the differentiated assistance process. SDCOE's technical assistance work with the school provides an ongoing consultative relationship that informs how Title II funds are directed toward the instructional improvements most needed to support the school's ATSI improvement goals. The school's location on the UC San Diego campus also provides informal access to university expertise and resources that enrich the school's professional learning environment.

h. Organizations and Partners with Relevant and Demonstrated Expertise

The Academic Advisory Committee, which brings together UC San Diego faculty, staff, and charter school leaders with relevant expertise in education, research, and school improvement, serves as the primary external advisory body for evaluating and informing the school's professional development strategy. This committee's membership reflects a breadth of expertise in higher education, instructional practice, and charter school leadership that strengthens the school's ability to identify high-quality, evidence-based professional development investments. Input from this committee is incorporated into the school's annual professional development planning process alongside data from the Instructional Support Team and school leadership.

Frequency of Consultation

The Instructional Support Team consults with school leadership on professional development planning on a regular basis throughout the school year, with formal annual input into the subsequent year's plan. The Academic Advisory Committee engages with school leadership on an annual basis to review school needs and professional development priorities. The School Site Council, PTA Executive Committee, and ELAC are informed of professional development priorities at their regular meetings throughout the school year. Data reviews occur on the cycles described above, ensuring that consultation with educational partners is grounded in current, accurate information about scholar outcomes and school performance.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV, Part A Activities and Programs

Overview

The Preuss School UC San Diego receives Title IV, Part A funds below the \$30,000 threshold that triggers the required percentage allocations for well-rounded education, safe and healthy students, and effective use of technology activities under ESSA Section 4106. The school expects to receive approximately \$26,818 in Title IV, Part A funds in FY 2026-27. Consistent with the allowable uses under Subpart 1, the school uses Title IV funds to support well-rounded educational opportunities for all scholars through the payment of Advanced Placement exam fees.

A. Partnerships

The Preuss School does not currently have formal partnerships with institutions of higher education, businesses, nonprofit organizations, or community-based organizations specifically tied to Title IV, Part A-funded activities.

B. Well-Rounded Education (Section 4107)

Title IV, Part A funds are used to support Advanced Placement exam fees for scholars enrolled in AP courses across the school's single-track, detracked college preparatory curriculum. The Preuss School's instructional model ensures that all scholars — regardless of income, language status, or disability — are enrolled in the same rigorous college preparatory coursework, including Advanced Placement courses in core subject areas. For low-income and first-generation scholars, the cost of AP exams can represent a meaningful financial barrier to demonstrating college readiness and earning college credit that may reduce the cost of higher education. Title IV funds remove that barrier entirely, ensuring that every scholar who completes AP coursework has the opportunity to sit for the corresponding exam without financial hardship. This investment directly supports the school's mission of preparing first-generation college-bound scholars for success in higher education and aligns with LCAP Goal 2 (High-Quality Teaching and Learning), which tracks AP course enrollment and performance as a key indicator of scholar achievement and college readiness.

C. Safe and Healthy Students (Section 4108)

The Preuss School does not currently use Title IV, Part A funds for safe and healthy student activities. Investments in school safety, social-emotional learning, PBIS, and scholar mental health are supported through LCFF supplemental and concentration grant funds as reflected in the school's LCAP.

D. Effective Use of Technology (Section 4109)

The Preuss School does not currently use Title IV, Part A funds for technology-related activities.

E. Program Objectives, Intended Outcomes, and Evaluation

The primary objective of the school's Title IV, Part A investment is to eliminate the financial barrier to AP exam participation for low-income and first-generation scholars, ensuring equitable access to the college readiness and potential college credit that AP exam performance can provide. The intended outcome is that all scholars enrolled in AP courses are able to sit for their AP exams regardless of their family's ability to pay, and that AP exam participation rates at Preuss reflect the school's full AP enrollment rather than being limited by cost.

The school will evaluate the effectiveness of this investment by monitoring AP exam participation rates annually and comparing participation to AP course enrollment to assess whether financial barriers have been successfully eliminated. AP exam performance data, including the percentage of scholars scoring three or above, will also be tracked as an indicator of the academic impact of the school's detracked AP model and the value of ensuring broad exam participation. These metrics will be reviewed annually by school leadership and reported through the LCAP goal and metric framework under Goal 2.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022