

2026-27 Local Control and Accountability Plan (LCAP) Overview

The Preuss School UC San Diego

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Our Community

2026-27 LCAP Funding Overview

Ethnicity	Percent of Enrollment
African American	23.6%
American Indian	0.0%
Asian	16%
Filipino	0.5%
Hispanic/Latino	55%
Pacific Islander	0.0%
White	2.9%
Two or More Races	1.9%
Student Group	Percent of Enrollment
English Learners	10.9%
Low Income	91.9%
Foster Youth	0.1%



Funding Source	Totals
LCFF Funds	\$5,052,234.80
Other State Funds	\$114,851.00
Local Funds	\$830,254.00
Federal Funds	\$467,533.00
Total Funds	\$6,464,872.80
Type	Totals
Personnel	\$5,125,001.80
Non-Personnel	\$1,339,871.00



2026-27 LCAP Goals and Services

GOAL

1

Building a Culture of Community and Collaboration - We will recruit, hire, develop, and retain team members who exemplify our values and ensure our ability to achieve our mission. We will coordinate and organize our time collaborating together to ensure our ability to achieve our mission.



Action #	Description	Total Funds	Contributing to Increased or Improved Services
1.1	Expand the use of Aperture with all middle school being the targeted grades. Aperture Software, through its Aperture Education platform, plays a significant role in supporting social and emotional learning (SEL) in schools. Aperture provides the Devereux Student Strengths Assessment (DESSA) suite of strength-based assessments, designed to measure scholars' social-emotional competencies in self-awareness, self-management, personal responsibility, decision-making, social awareness, relationship skills, goal-directed behavior, and optimistic thinking. This allows educators to understand and build upon scholars' strengths and areas for development. Aperture offers a package that includes research-based strategies and targeted intervention programs. These are not just generic programs but are specifically aligned with the results of the DESSA assessments. This individualized approach ensures that the support provided to scholars is data-driven and tailored to their unique needs, making them feel understood and supported. Engagement and Motivation: The platform includes a scholar-facing portal that captures scholar input and offers gamified activities. This approach engages scholars and motivates them by allowing them to track their progress and compare their strengths and weaknesses. The platform encourages scholars to take an active role in their development by fostering a sense of ownership over their personal growth. Aperture also focuses on educator empowerment by providing online professional development resources. These resources help educators effectively integrate SEL into their teaching practices and create positive classroom environments that support all aspects of scholar development. The platform offers robust reporting features that help educators make strategic decisions about SEL implementation within their schools. This systematized approach promotes continuous improvement and alignment with educational goals. By integrating these tools and resources, Aperture Education helps schools measure, strengthen, and support scholars' and educators' social and emotional competence, contributing to a more holistic educational environment.	\$8,707.00	 All Students Students with Disabilities English Learners Foster Youth Low Income

1.2	Create a Positive Behavior Interventions and Supports Program As a dedicated educational institution, The Preuss School UC San Diego is committed to developing a vibrant Postive Behavioral Interventions and Supports (PBIS) program that enhances our core mission of empowering scholars to thrive in a challenging academic environment. This commitment is rooted in our dedication to providing a comprehensive, enriching educational experience that meets the diverse needs of our scholars and prepares them for success in higher education and beyond.	\$2,106.00	 All Students Students with Disabilities English Learners Foster Youth Low Income
1.3	Improve communication, externally and internally. At The Preuss School UC San Diego, we recognize the importance of strong communication between our school, our scholars' families, and the broader community. As part of our ongoing commitment to inclusivity and transparency, we pledge to strengthen our efforts by implementing various measures. These include ensuring all communications, particularly those concerning scholar progress, core documents, notifications, and resources, are accessible to all community members. Key aspects of our commitment include: Increased Translation Services: We are dedicated to expanding the availability of translation services to ensure that all essential communications are accessible in the primary languages spoken within our community. This initiative aims to eliminate language barriers hindering a family's ability to support their student's educational journey. Enhanced Digital Platforms: We plan to improve our digital communication platforms to make them more user-friendly for non-English speakers. This will include multilingual support on our website, parent portals, and mobile communication apps. Regular Updates and Notifications: We will provide regular updates and notifications in multiple languages, ensuring that all families stay informed about school events, policy changes, and essential resources available to them and their children. Community Engagement and Feedback: Recognizing the importance of feedback in the improvement process, we will actively seek input from parents and community members on how to better meet their communication needs. Communication of scholar progress, programs, and status: Ensuring that all scholars and families receive grade reports and have access to the Aeries portal for tracking progress. Ensure all scholars and families involved in programs like Learning Services (Special Education) or Multilingual Learners (English Learners) are notified of their status. They know the goals set for the year within the program.	\$70,512.00	 All Students Students with Disabilities English Learners Foster Youth Low Income

1.4	Counseling staff's role in promoting equity and access Counselors role: Focus on removing barriers for students from underrepresented groups to ensure equitable access to all academic and extracurricular opportunities. Provide tailored family engagement programs to help families navigate the education system and support college-bound scholars. Promote inclusive policies that address the unique challenges faced by sscholar who are Multilingual Learners, low-income, or the first in their family to attend college. Advocate for equitable resources and additional support for scholars facing financial or social-emotional hardships. Goal is to close opportunity gaps for first-generation college-bound scholars and to foster an inclusive, equitable school environment where all scholars feel supported and valued.	\$121,531.80	 All Students Students with Disabilities English Learners Foster Youth Low Income
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GOAL

2	High-Quality Teaching and Learning – All scholars, including Multilingual Learners (English learner), Long-term Multilingual Learners, and scholars with disabilities, at The Preuss School UC San Diego will demonstrate growth towards meeting or exceeding standards in all core subject areas, including English, Social Science, Math, and Science. We are dedicated to providing targeted support to ensure equitable opportunities for success for all scholars.	
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Action #	Description	Total Funds	Contributing to Increased or Improved Services
2.1	Literacy and Numeracy Programs The Preuss School started a two-pronged approach to providing additional support for scholars struggling with literacy and numeracy. Modeled after the Educational Specialist position, we have created a Literacy Specialist and a Numeracy Specialist position. Through the use of a universal screener and multiple measures, we have identified scholars in need of intensive skill-building to become successful. The two specialists pull groups of scholars for these intense skill-building sessions while working with other scholars in a more workshop model.	\$180,799.00	 All Students Students with Disabilities English Learners Foster Youth Low Income
2.2	Provide a high-quality, rigorous English Language Arts Program for all scholars. The department's goal for the English program is to provide a high-quality, rigorous ELA curriculum that empowers scholars to become critical thinkers, effective communicators, and lifelong learners. By prioritizing scholar engagement, academic rigor, technological integration, and professional collaboration, we are dedicated to ensuring that all students have the opportunity to excel in English Language Arts and achieve their full potential.	\$1,301,677.00	 All Students Students with Disabilities English Learners Foster Youth Low Income

2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world. The department goal of The Preuss Social Science Department is to develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world. By prioritizing historical understanding, critical thinking skills, civic engagement, and global awareness, we are dedicated to preparing our students to be active participants in shaping a more just and equitable society.	\$964,515.00	 All Students Students with Disabilities English Learners Foster Youth Low Income
2.4	Provide a high-quality, rigorous maths program for all scholars. The Math department is dedicated to providing a high-quality, rigorous math program that equips all students with the mathematical knowledge, skills, and mindset necessary for success in an increasingly complex and interconnected world. We are committed to empowering our students to excel in math and become confident, lifelong learners by fostering academic excellence, promoting mathematical thinking, and embracing innovation.	\$1,058,787.00	 All Students Students with Disabilities English Learners Foster Youth Low Income
2.5	Provide a high-quality, rigorous science program for all scholars. The Preuss Science department is committed to providing a high-quality, rigorous science program that empowers all students with the knowledge, skills, and attitudes necessary to thrive in a rapidly changing world. We aim to prepare our scholars by fostering scientific curiosity, critical thinking, and a commitment to lifelong learning to be informed, engaged citizens and future leaders in science and technology.	\$907,595.00	 All Students Students with Disabilities English Learners Foster Youth Low Income
2.6	Counselors role in scholar academic achievement. Role of counselors: Implement culturally responsive socio-emotional learning (SEL) programs tailored to first-generation college scholars needs. Provide one-on-one and group counseling to help scholars manage stress, overcome challenges, and build resilience. Facilitate workshops on time management, mindfulness, and managing academic pressure. Provide ongoing support for scholar navigating social-emotional barriers related to being from low-income or underrepresented backgrounds. Aligned goals for The Preuss School: Develop well-rounded scholars with the emotional resilience needed to thrive in rigorous academic and social environments. Foster a positive school culture that supports scholar well-being.	\$121,532.00	 All Students English Learners Foster Youth Low Income

2.7	*NEW* Preuss Advantage Program & Coordinator (LREBG-Funded) The Preuss Advantage Program is a high-impact, one-to-one virtual tutoring initiative designed to strengthen scholars' mathematical knowledge and skills. Delivered through a Zoom-based platform, the program provides individualized support tailored to each scholar's specific learning needs. (LREBG Funds)	\$89,851.00	 All Students Students with Disabilities English Learners Foster Youth Low Income
2.8	*NEW* English Language Development Program Departmentalized English Language Development — The Preuss School UC San Diego will implement a dedicated, departmentalized English Language Development (ELD) program to accelerate English language proficiency for Multilingual Learners and Long-Term English Learners. Through the use of a standards-aligned ELD curriculum delivered by a credentialed ELD specialist within the English Department, the school will provide targeted, structured language development instruction across five sections at two proficiency levels, ensuring that all identified scholars receive designated ELD instruction consistent with the school's EL Master Plan and in direct response to the findings of the school's Differentiated Assistance work with the San Diego County Office of Education. Funds will also be used for Ellevation, a platform used to track performance of EL scholars and reclassified scholars as Fluent English Proficient (RFEP).	\$145,636.00	 English Learners

GOAL

3

Creating School Structures That Allow for The Development of Scholar-Centered Systems At The Preuss School UC San Diego, we are dedicated to creating school structures that prioritize and facilitate the development of scholar-centered systems. Our overarching goal is to cultivate an environment where every scholar feels valued, supported, and empowered to take ownership of their learning journey. Central to this goal is establishing structures that prioritize our scholars' needs, interests, and aspirations. We recognize that each scholar is unique, with their strengths, challenges, and goals, and it is our responsibility to create systems that honor and celebrate this diversity. We aim to create a scholar-centered culture where the principle of putting scholars first guides every decision, policy, and practice.



Action #	Description	Total Funds	Contributing to Increased or Improved Services
3.1	Begin modernization projects throughout the campus. Improving classroom facilities, increasing instructional space through utilization plan	\$379,472.00	 All Students Students with Disabilities English Learners

			Foster Youth Low Income
3.2	Provide transportation to the campus because of the importance of being on the UC San Diego Campus. Create plans for busing segments of the school population from the campus to the community.	\$861,238.00	 All Students Students with Disabilities English Learners Foster Youth Low Income
3.3	Increase the usage of scholar support systems Identify various scholar support systems and determine baseline usage and scholar outcomes related to the service. track scholar participation and outcomes.	\$850.00	 English Learners Foster Youth Low Income
3.4	Continued development of restorative practices in response to high suspension data on the California Dashboard. Educate Staff and scholars: Provide training for teachers, administrators, and scholars on restorative practices. This includes understanding the principles of restorative justice, learning how to facilitate restorative circles, and integrating these practices into daily interactions and disciplinary actions. Policy Reform: Review and revise school policies to support restorative practices over traditional punitive approaches. This may involve rewriting codes of conduct to prioritize mediation and reconciliation and setting clear guidelines for when and how restorative practices should be used. Dedicated Resources: Allocate resources specifically for developing and maintaining restorative practices. This could include hiring staff trained in restorative justice, such as coordinators or counselors, and providing ongoing professional development for existing staff. Create Restorative Spaces: Designate physical spaces Within schools that are conducive to restorative meetings, such as peace rooms or mediation centers. These spaces should be welcoming and designed to facilitate open, respectful communication. Community and Parental Involvement: Engage parents and community members in restorative practices, training, and activities. This helps extend The principles of restorative justice beyond the school and into the community, creating a more supportive environment for scholars. Scholar Leadership: Empower scholars by involving them in the planning and implementation of restorative practices. scholar-led initiatives can include peer mediation programs or scholar councils focused on conflict resolution.	\$2,000.00	 English Learners Foster Youth Low Income

	Regular Assessment and Feedback: Implement a system for regularly assessing the effectiveness of restorative practices and gathering feedback from scholars, staff, and the community. Use this data to make informed adjustments and improvements. Collaboration and Networking: Connect with other schools and organizations using restorative practices. This can facilitate the exchange of ideas, experiences, and resources and provide mutual support. Pilot Programs: Start with pilot projects in select classrooms or grades to test the effectiveness of specific restorative approaches. Expand these practices school-wide based on the results and lessons learned from the pilot. Visibility and Communication: Regularly communicate the goals, processes, and successes of restorative practices to all school stakeholders through newsletters, meetings, and social media. This helps build support and understanding across the school community.		
3.5	Counselors role in a scholar centered approach to college and career readiness	\$121,532.00	 All Students

GOAL

4

Supporting the Whole Scholar through a Multi-Tiered System of Supports. The Preuss School UC San Diego is deeply committed to supporting the whole scholar - academically, socially, emotionally, and behaviorally- through a Multi-Tiered System of Supports (MTSS). Our overarching goal is to create a nurturing and inclusive learning environment where every scholar can thrive and reach their full potential. Central to this goal is establishing structures that prioritize our scholars' needs, interests, and aspirations. We recognize that each scholar is unique, with their strengths, challenges, and goals, and it is our responsibility to create systems that honor and celebrate this diversity. We aim to create a scholar-centered culture where the principle of putting scholars first guides every decision, policy, and practice.



Action #	Description	Total Funds	Contributing to Increased or Improved Services
4.1	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25 MTSS is designed to provide a layered approach to student support, including varying intensities of interventions based on student needs. Here are key strategies for expanding MTSS in a school: Tier 1 - Universal Interventions: Strengthen Tier 1 interventions, the core educational methods that all scholars receive in the classroom. Enhance curriculum and teaching strategies to be more inclusive and effective for a diverse scholar population. Tier 2 - Targeted Group Interventions: Expand and refine Tier 2 interventions designed for groups of scholars who need more support than that is provided in Tier 1. Ensure these interventions are seamlessly integrated into the school day without stigmatizing scholars. Tier 3 - Intensive Individualized Interventions: Develop robust Tier 3 interventions for scholars who need individualized support. This may involve more specialized personnel	\$5,000.00	 English Learners Foster Youth Low Income

	and resources and should include personalized plans closely monitored for effectiveness.		
4.2	Counselors role in the socio-emotional development of scholars. 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.	\$121,532.00	 All Students

Educational Partner	Major Changes for 2026-27	We Want to Increase	We Want to Decrease
UC San Diego; Birch Aquarium; Fleet Science Center; Outdoor Outreach; OPSAM; UPAC; YMCA Camp Marston; Access Youth Academy; EY (Ernst & Young); El Dorado County Charter SELPA; Apex Therapies; Teachers on Reserve; Scoot; Imagine: Brave Spaces	Introduction of Home-to-School Transportation for homeless & foster youth and entry middle grades (expected 6 and 7) as supported by SD County District Attorney Safe Passage Grant. Preuss Advantage Tutoring Program, providing high-dosage tutoring opportunities (both in-person and remotely) for struggling scholars. Departmentalized English Language Development Course, offering dedicated English Language acquisition support to all English Learners. Sixth Grade Arts Programming, as supported by Prop 28. Experiential Learning opportunities for Middle School Grades through partnership with Outdoor Outreach.	Retention of teachers. Percentage of teachers appropriately assigned for their teaching assignments. CAASSP Performance for English and Math for Scholars with Disabilities, English Learners and Long Term English Learners. Average Daily Attendance. School Climate Indicators as measured by the California Healthy Kids Survey, particularly for Middle School grades. Middle School enrichment offerings. Number of College visits. College-level reading, writing, critical thinking, and research skills across all disciplines, with an emphasis on English, Social Science, and Science. Number of scholars receiving Math supports, including within-classroom (Enrichment) and out-of-classroom (tutoring).	Rates of suspension and expulsion. Chronic absenteeism. Mid-year enrollment losses. Reliance on substitute teachers.

The Preuss School UC San Diego

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