



TRITONS

*THE PREUSS SCHOOL
UC SAN DIEGO*

SELF-STUDY REPORT

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The Preuss School UC San Diego

Monday, April 17, 2023 - Wednesday, April 19, 2023

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

Executive Director's Welcome Message

Welcome to The Preuss School UC San Diego, home of the Tritons! We are pleased to share the ongoing work within our Learning Community focused on helping us realize our mission and vision.

Each year I am deeply moved to see our senior class complete their studies and graduate to the next chapter of their lives—a college degree and a fulfilling career.

But this year was different. The Class of 2022 faced two years of learning remotely amid a global pandemic. Their final year marked a return to the classroom but had to contend with masking and regular testing for COVID-19. Despite the numerous obstacles in their path, our scholars demonstrated persistence, grit, and tenacity even as the world turned upside down. I am so proud of our graduates. This year history was made; three scholars were named valedictorian, and three scholars were named salutatorians—the first time this has ever been achieved in our school's history.

On Aug. 8, 2022, we welcomed our scholars back for the 2022-23 school year. We look forward to launching several new programs to enhance teaching and learning. Through a new partnership with the Arc Experience, our 6th-grade scholars will have the chance to engage in tutoring, college exploration, physical education, martial arts, cooking classes, and gardening, as well as visual and performing arts experiences. We added a position to focus on workforce development and career exploration. We are in discussions to enhance the college course offerings for our upper-class scholars through our designation as a UC San Diego department.

We believe that our school has the framework to continue to transform the lives of our 1st generation of scholars and their families as we prepare them to excel in college and beyond. Remaining in the cycle of continuous improvement helps us meet the unique challenges associated with public education and those relating to this pandemic era.

In Service,

Helen V. Griffith
Executive Director



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The Preuss School UC San Diego

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Dr. Matthew Steitz, Principal

Ms. Danielle Agliam, Vice Principal

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Preface

Our Self-Study report is an opportunity to reset the entire Preuss School Community after withstanding the COVID pandemic. This is our twenty-fourth year serving middle and high school low-income scholars who will be the first generation in their families to attend college. Our challenge is to build upon the success of the first twenty-four years. This is the school's fourth full accreditation process (2005, 2011, 2017, 2023). As we near our twenty-fifth anniversary, the accreditation process is timely and provides an opportunity to examine ourselves as comprehensively and honestly as possible. Using the Self-Study information has helped us broaden and deepen the school's plan for ongoing improvement and shape its goals for the future.

Our Self-Study process began shortly after the Midterm Review in 2020. Our first step was to create a connection between the school's strategic plan and the school's LCAP. This effort resulted in The Foundation For Scholar Transformation (F4ST), The Preuss School UC San Diego's strategic plan. To develop the F4ST, staff met in Home Groups (departments) to refocus on the school's mission, vision, and beliefs. Three focus areas were established, Building a Culture of Community and Collaboration, High-Quality Teaching and Learning, and Creating a school structure that allows for the development of scholar-centered systems.

The 2021-2022 school year was a year of transition. Our efforts focused on moving from a remote teaching environment to an in-person instructional model (Returning to Learn). Returning to Learn was a complete redesign of the in-person instructional model. Testing scholars for COVID and contract tracing dominated our work. During this year, our professional development focused on the social and emotional stability of faculty, staff, and scholars. We began to focus on how we were doing our work. Strength-based, Continuous Improvement and Restorative Practices were professional development topics in our Home Groups. Being strength-based reminds us to value what the scholars bring to the equation. Having a mindset that includes continuous improvement helps us to emphasize resiliency. To empower our scholars and challenge them to be future forward, we have approached the topics of Equity & Anti-racism in our professional development. This work pushed the development of The Preuss School UC San Diego Big Picture graphic. This graphic serves to put all of the pieces of our work into an easy-to-understand diagram. During this time, we also transitioned the F4ST into a strategic planning software, Cascade. Cascade enables us to update and track goals, objectives, and projects within all departments of the organization.

In Spring 2021, we engaged in focused preparation for the Self-Study with an overview of the entire process and the roles of the Home Groups (departments) and Focus Groups in the five areas of the Self-Study: organization, curriculum, instruction, assessment, and scholar support. Faculty and classified staff identified their preference for the Focus Group where they wanted to work. Two co-chairs led each Focus Group.

In August of 2022, Home Groups reviewed data from The California Assessment of scholar Performance and Progress (CAASPP), the California Science Test (CAST), Advanced Placement testing (AP), English

Language Proficiency Assessments for California (ELPAC), and local verified data performance indicators. After reviewing the data, Home Groups revisited the goals, objectives, and projects. This work included a review of the Schoolwide scholar Learner Outcomes (SLOs), formerly Expected Schoolwide Learning Results (ESLRs), and the overall culture of The Preuss School, what we call The Preuss Way. Focus groups put together their ideas, and data was collected and correlated. The result was the 2022 Preuss Way document. This document denotes The Preuss Way as one of kindness, excellence, and respect. Under each of the three words, some sentences describe the desired action. An implementation plan was created during subsequent professional development time for the immediate rollout.

Focus Groups met in August 2022 through the winter of 2023 to write their portion of the report. Weekly Staff Development sessions occur on Friday mornings from 8:00 A.M. - 9:45 A.M. (scholars start later at 10:15 instead of the 8:55 start time, Monday through Thursday), which is when the Home Groups and Focus Groups met on dates specifically set aside for “WASC work” which entailed analysis of various data: standardized testing, demographic data, scholar support systems in place, modes of communication with various stakeholder groups, and other kinds of data to inform Focus Groups in writing their portion of the Self-Study. Critical areas of need emerged from this analysis and led to updating the Schoolwide Action Plan for the next six years. Faculty and staff worked on finalizing the Schoolwide Action Plan during February and March 2023.

Each year a parent survey about the school is administered by our Volunteer Coordinator. In September 2022, the Parent Teacher Association met and selected the representatives for the Self-Study Focus Groups. Incumbent on the Focus Groups was to maintain communication with the parents who could not attend Friday staff development sessions when Preuss faculty and staff worked on the Self-Study, although this has been difficult. Parents and community members have busy lives, many holding multiple forms of employment to support their families, and asking them to forgo their daily obligations for workday meetings on campus posed a challenge.

During Focus Group meetings in September, faculty and staff came up with names of scholars to ask to participate in future focus group meetings. In October 2022, the parent newsletter featured information specific to The Preuss School about its work on the WASC accreditation process. In December 2022, the Principal, Dr. Matthew Steitz, presented a review and progress report of our WASC Self-Study to parents at their monthly PTA meeting. PTA Saturdays average about 150 parents in attendance each month, so these meetings have been a significant and effective way to communicate with parents in person. Lessons were developed about the WASC Self-Study process for scholars in their University Preparation (UP) classes, with UP teachers working together per grade level. In February, faculty received a sample Google slideshow geared toward scholars, prepared by the staff, which could serve as a template for UP teachers in developing a lesson to help convey what the scholars need to know what their role is in the WASC process, particularly during the Visiting Committee visit.

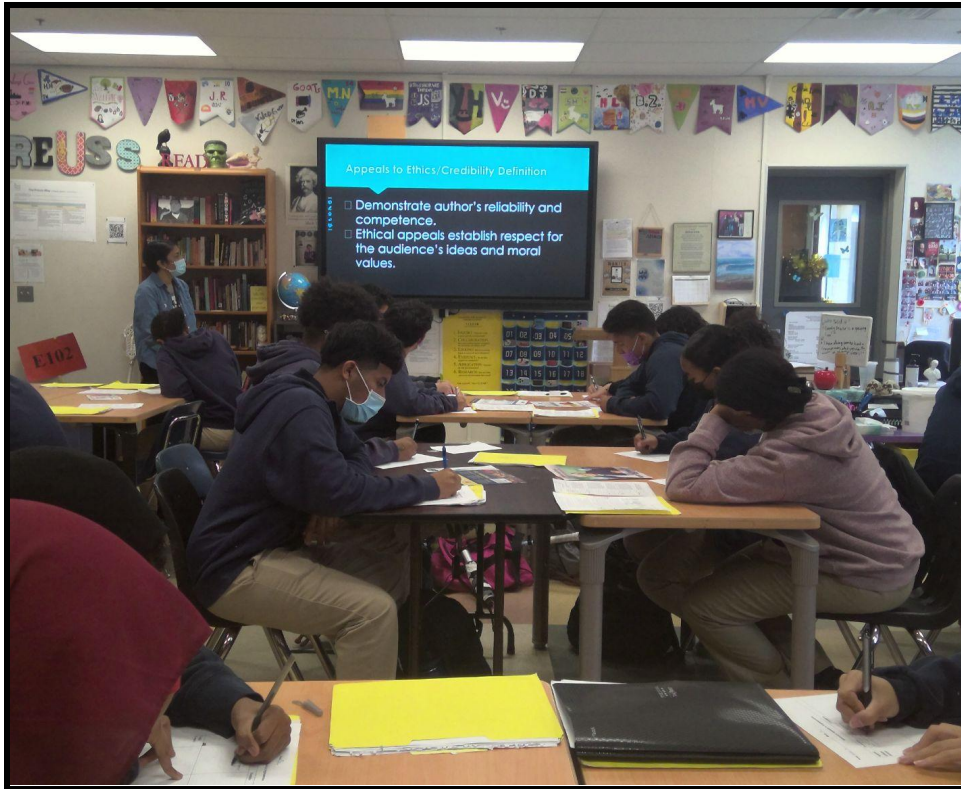
In January 2022, the Preuss faculty worked in collaborative groups to develop the Action Plan for Spring 2017 - Spring 2023, emphasizing our Phase II work, Spring 2019- Spring 2023. In March, the Preuss Board

of Directors will meet to discuss The Preuss School WASC Self-Study and review the Action Plan. The Board also reviewed the preparations and the proposed agenda for the Visiting Team's visit in April 2023. The Preuss School WASC Self-Study will be presented at the March PTA meeting, and parents will be invited to meet with the Visiting Team on campus on Sunday, April 16, 2023.

Examining the data led to the development of the Action Plan in two phases, 2017 - 2020 and 2020 - 2023. We are fortunate to have Staff Development mornings every Friday, 8:00 A.M. - 9:45 A.M. (scholars have a late start on Fridays). Creating The Foundation for Scholar Transformation (our strategic plan) will ensure that the Action Plan elements become part of our work and are supported by our LCAP. Through the Cascade software, we will track and follow our successes and struggles in making our plan a reality. This will ensure that we can carry out and implement our Action Plan.

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CHAPTER I

Progress Report

Significant Developments

Over the past seven years, The Preuss School UC San Diego has undergone significant changes in personnel, leadership, admission policies, facilities, school safety, and transportation. Like every school nationwide, The Preuss School made many changes to respond to the global pandemic. As a result, The Preuss School has prioritized the importance of our scholar's social-emotional development and the remediation of learning loss.

Changes to The Preuss School

Administration Structure and Team

The Preuss School has changed the structure of the leadership team. In 2019 the position of Executive Director was added to the organization. Dr. Helen V. Griffith was selected for this position. In 2021 a new principal was appointed, Dr. Matthew Steitz, and shortly after that, a new vice principal, Ms. Nelika Fai Watson. More recently, Ms. Nelika Fai Watson was selected to lead California's effort to implement the ethnic studies program. This January, Ms. Danielle Agliam was chosen as vice principal. Ms. Danielle Agliam has been at The Preuss School for the past sixteen years as an Exercise and Health Science Department member. At the beginning of this school year, we added the Board Liaison / Scholar Support position, currently Boris Atanassov.

Scholar Supports Team

Since the last visitation, two of the three school counselors are no longer with the school. The Preuss school added a new school nurse and health technician upon our return to campus in 2021. Ms. Shaoni Bandyopadhyay, a former Preuss Science Teacher, now serves as our College and Workforce Coordinator. Ms. Vanessa Gomes has moved from the front office to Admission and Data Coordinator. The Preuss School has converted a part-time Human Resource / Business Services position into different full-time positions. Ms. Fariba Sedaghat is our Human Resource Assistant, and Karen Martinez Montero is our Financial Assistant. At the time of this document, we have two open positions, Clinical Psychologist and Preuss School Family Support Specialist.

Learning Service Center

The Preuss School has rebranded our Special Education Department to our Learning Services Team. We have repurposed a computer lab in the Library into our Learning Services Center. Four Educational Specialists and four Instructional Aides work together in this center. To support our scholars in literacy, we added Dr. Leah Anderson as our Literacy Specialist. Dr. Anderson has been a teacher in the English Department at Preuss for eight years. For the 2023-2024 school year, we will add a Numeracy Specialist.

Multi-tiered Systems of Support

Upon returning to campus, we formed our multi-tiered systems of support (MTSS) team. The

team was set up by eliciting volunteers from faculty and staff. The MTSS team met with the San Diego County Office of Education team. The team began the first part of implementation by working through the Fidelity of Implementation Tool (FIT) Assessment. The FIT is a research-based assessment from the University of Kansas SWiFT Center. The vice principal is leading this effort.

Summary of Progress on Previous Goals and Action Plans

Schoolwide Critical Areas for Follow-up from the 2017 visit affirmed and validated by the visiting committee during the two-day mid-cycle visit in the spring of 2020.

Goal 1: Address Achievement Gaps in Special Populations: One area identified in the last WASC Self-Study was recognizing that there are populations of scholars in subgroups that show unique achievement gaps.

ACTIONS	EVIDENCE AND COMMENTARY
<p>Fall 2017 – Spring 2023</p> <ol style="list-style-type: none"> 1. Faculty were given time to meet by grade levels and subject area specialization to determine achievement gaps among scholars based on classroom performance, testing, observation, and consultation with University Prep Advisory teachers. 2. The recent implementation of Fastbridge (Illuminate) as the school’s universal screener has given data in ELA and Math. This data has been used to identify scholars that need additional support. 3. Professional development topics have included presentations on learning services, scholar services, family engagement, restorative practices, school culture and connectedness, curriculum, and instruction 	<p>Fall 2017 – Spring 2023</p> <ol style="list-style-type: none"> 1. In World Language, one realization has been that scholars who are native Spanish Speakers are significantly outperforming our scholars that are not native Spanish speakers. Thus providing an incentive to pilot intentional grouping to explore progress toward mastery and beyond. 2. Staff presentations on the first screening cycle were given during Friday morning professional development. Faculty were then given time in departments to discuss the data's impacts and determine the changes needed for instruction. As departmental goals are adjusted, the department chair updates the F4ST. 3. Updates to various anchor documents reflect discussions and agreements made by the faculty and staff. Various components in the Scholar Handbook, goal development within departments reflected in the F4ST, and board policies have been created and updated.

<p>4. Creating new lines of communication with learning services teams, Preuss University Preparatory Advisory, Attendance Scholar Services, and the Vice Principal Office with the goal that all teachers know which scholars are at-risk in a particular subgroup/special population, the steps being taken, and the benchmarks each scholar should meet.</p> <p>5. Aeries features continue to be expanded: interventions tab, test data, class grades, and assignment data made accessible to all who teach a scholar.</p> <p>6. Naviance platform used by teachers, grades 6-12</p> <p>7. The school moved away from APEX for credit recovery and selected Edgenuity as its platform. ex Expanded summer school to include year-long licenses.</p>	<p>4. Data is shared in various forums: UP Advisory teams, faculty/staff meetings, Instructional Service Team, Academic Advisory Council, and parent communications.</p> <p>5. Aeries' usefulness grows as more data finds its place in the system. A scholar dashboard is beginning to be developed organically.</p> <p>6. With some of the teacher turnover, this progress has slowed. As staffing begins to stabilize, training and support will be provided.</p> <p>7. With the switch to Edgenuity, scholars can complete credit recovery throughout the year instead of only summer school.</p>
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Goal 2: Keeping The Preuss School Mission: Maintaining Rigor of the School’s College Prep Program.

All scholars have a detracked college curriculum, so there is a strong emphasis on preparing scholars to meet standards (CCSS, NGSS, CCSSM, AP) and to qualify for UC and CSU eligibility, as well as for eligibility to other public and private universities. Achievement data reveals a need to expand and support strategies in analysis, problem-solving, and interpretation across the curriculum in mathematics, ELA, and literacy, including reading and writing.

ACTIONS	EVIDENCE AND COMMENTARY
<p>Fall 2017 – Spring 2023</p> <ol style="list-style-type: none"> 1. Continued work on vertical articulation in each discipline, reviewing and documenting important topics, themes, skills, and activities in each subject area to increase cross-curricular planning. 2. Focus on academic rigor in all courses, including electives and Advanced Placement courses, which have been audited and approved by the College Board, with a continued focus on literacy and numeracy skills, especially for academically struggling scholars (learning loss). 3. Educational Planning resources are given through Preuss University Preparatory (Advisory) for each scholar to track their achievement from grades 6-12. 	<p>Fall 2017 – Spring 2023</p> <ol style="list-style-type: none"> 1. Fostered fluent transfer of concepts and skills across disciplines so scholars could make connections and build on prior learning and new concepts studied; scholar assignments and projects reflected cross-curricular collaboration, especially evident in the Spring Learning Showcase and Senior Exhibitions. Returning to staff development (PD) sessions that reflect cross-curricular planning and integration post-WASC. 2. All scholars take a-g courses in high school. Scholar supports include courses such as Literacy and Math Enrichment in school and after-school tutoring, Saturday Enrichment Academy (SEA), and mentoring. CAASPP data, PSAT test given to grades 7-11, and Fastbridge assessments in ELA and math given to scholars. Math courses changed to Integrated Math instead of discrete courses in math areas (e.g., algebra). 3. Course syllabus for each class and <i>The Preuss School Course Descriptions and Educational Planning</i> resource for parent and scholar guidance.

<p>4. Teacher research continues on best practices to promote scholar achievement.</p>	<p>4. Examples of PD: Socratic Seminar; Formative and Summative Assessment; research articulation across disciplines; individual and department Plan Do Study Act goals developed and results shared.</p>
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Goal 3: Provide Wrap-Around Scholar Support. Our WASC Self-Study highlighted a need to focus on all scholars' social and emotional well-being to ensure they can truly achieve their academic and personal goals.

ACTIONS	EVIDENCE AND COMMENTARY
<p>Fall 2017 – Spring 2023</p> <ol style="list-style-type: none"> 1. Collect data on scholar support and interventions for healthy behaviors and social and emotional needs. 2. Compassionate Care (formerly Trauma-informed care) Steering Committee (<i>ad hoc</i>) established and regularly scheduled in-service provided (PD). 3. Preuss University Prep curriculum revised 4. Training in mindfulness for staff, scholars, and interested parents 	<p>Fall 2017 – Spring 2023</p> <ol style="list-style-type: none"> 1. California Healthy Kids Survey, discipline data, household income, breakfast & lunch counts, number of school nurse visits, attendance data, Aeries intervention tab data, Scholar Service records, Learning Service records, Preuss University Preparatory Advisor information. 2. Staff development sessions at least once every six weeks are devoted to strategies for applying Compassionate Care. (Staff lead recently left The Preuss School). 3. UP Advisory curriculum supports scholars with strategies and resources for coping with intra- and interpersonal relationships (e.g., types of abuse, cyberbullying, good mental health behaviors (diet, sleep, communication), etc. 4. Specific strategies and techniques demonstrated with opportunities to apply and practice: yoga; breathing and relaxation techniques (during remote instruction)

<p>5. More opportunities are provided for scholars to enrich their mental health</p>	<p>5. Increase athletics offerings by adding track and field, beach volleyball, and esports. Clubs to promote healthy relationships (NAMI), leadership (Preuss Peer 2 Peer), the Multicultural club, and Fine Arts Programs.</p>
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Goal 4: Prepare scholars for Each Stage of Transition (elementary to sixth grade, sixth grade to middle school; middle school to high school; and high school to college). The Preuss School does an outstanding job focusing on scholars’ academic and extracurricular and providing different learning opportunities (internships, field trips, college visits, and other events). Research informs educators that middle school scholars experience increased academic pressure as they transition to high school and then high school to college. By providing additional support for scholars as they reach their adolescent developmental benchmarks, we can increase the fidelity with which they continue to strive and thrive in meeting their personal and academic goals. The Preuss School will continue to expand existing efforts and develop programs to prepare scholars for these critical transition points.

ACTIONS	EVIDENCE AND COMMENTARY
<ol style="list-style-type: none"> 1. Outreach efforts were made to various San Diego communities to invite scholars and parents to apply to The Preuss School. The application process was redesigned to ensure more significant equity. 2. Academic and social-emotional supports are in place to help scholars through each transition stage. 3. Creating opportunities for scholars to go beyond academic courses has enriched the scholars’ experience at each transition stage. 	<ol style="list-style-type: none"> 1. The Admissions Coordinator works with faculty and staff to organize our Open House event before the start of the school year. The purpose is to share information about The Preuss School with interested community members and potential scholars. Faculty from each grade level and content area provides information about the school’s programs. 2. Diagnostic tests in reading, writing, math, science, and social studies help gauge scholars’ preparedness. Faculty and parent feedback are critical in determining the level of support. 3. Preuss University Preparatory Advisory curriculum includes special events to encourage peer relationships, clubs, and sports opportunities (e.g., 8th graders vs. faculty kickball game); collaboration

<p>4. Research needs to be conducted around a summer bridge to assist in the transition from middle school to high school.</p> <p>5. Preuss has a comprehensive program to prepare scholars for college choice and application.</p> <p>6. All the work of the scholars, faculty, and staff centers around The mission of The Preuss School UC San Diego: <i>to graduate scholars as productive and influential members of a global and multicultural society through developing ethical leadership and an in-depth understanding of all disciplines in preparation for academic excellence at four-year universities in pursuit of lifelong learning and civic leadership.</i></p>	<p>among faculty for projects; vertical articulation from stage to the next; and ongoing communication among faculty and staff, between the school and parents, and scholar leaders help scholars “find a place” among their peers beyond their academic classes.</p> <p>4. This project was on hold as transitions on and off campus during the pandemic took priority.</p> <p>5. “I am college bound” is built into the culture beginning in 6th grade. Preuss alumni speak to scholars as part of Homecoming activities. scholars and parents are given financial aid workshops. Preuss University Preparatory classes stress career and college options. Internship opportunities are available on the UC campus (twelfth-grade wheel) as well as during the summer for tenth, eleventh, and twelfth graders; UCSD tutors work in classrooms assisting with content and serving as role models of college scholars; mentors guide scholars along their academic journey, sixth through twelfth-grade; scholars sign up via Naviance to meet and listen to college recruiters’ presentations; scholars have numerous scholarship opportunities, including the UC San Diego Chancellors scholarship program, Questbridge, Gates scholarship. Community programs and scholarships, such as through the Weil Foundation, Bridge for Kids, and others.</p> <p>6. Over ninety percent--an average of ninety-four to ninety-six percent per year of Preuss School graduates are admitted to a 4-year university.</p>
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Chapter II: Student/Community Profile and Supporting Data and Findings

General Background and Community History

The Preuss School UC San Diego was founded in 1998 by the University of California San Diego Chancellor based upon a charter agreement with the San Diego Unified School District (SDUSD). The Preuss School is a public school offering an untracked college preparatory curriculum for grades 6-12. The Preuss School opened in the Fall of 1999 with 150 scholars in grades 6-8, adding a grade level each year until 2003-2004, with the first graduating seniors class. Since then, Preuss will have graduated twenty-two classes, including the current class of 2023. The school enrollment for 2023 is 837 scholars, with 100 in the senior class.

The Preuss School is located in La Jolla, California, on the east end of the UC San Diego campus. UC San Diego has a national and international reputation for focusing on medical, biological, and oceanographic research. Numerous high-tech offices and labs surround the campus, which includes the Rady School of Engineering and the Rady School of Pharmacy. The La Jolla community has long been an affluent, racially homogeneous community. The university adds over 35,000 scholars and much racial and ethnic diversity to the mix, especially in neighborhoods surrounding the university.

The school thereby helps further the outreach efforts of the University of California and its commitment to the San Diego community. By building a college-going culture of learning and serving low-income scholars, the school serves as a model for how best to improve the life choices of scholars. Chartered as a model school to foster excellence, The Preuss School emphasizes a traditional liberal arts curriculum, sequenced mathematics, and science curricula, in-class tutoring, a climate of high expectations and strong academic culture, weekly staff development, the use of university resources to enhance teaching and learning, and a focus on personalization of instruction. In 1999, [ICLEAR](#) was developed by the founding faculty as a framework for in-depth study. ICLEAR is a method scholars use to deepen their learning by looking at assignments and projects through a multi-faceted lens of Inquiry, Collaboration, Evidence, Application, and Research. This framework continues as a learning lens for Preuss School classrooms.

Scholars at the Preuss School are ethnically diverse. Scholars live in a range of neighborhoods in San Diego County. Families of scholars who attend The Preuss School reported twenty-nine different home languages. The majority of scholars come from communities south of Interstate 8.

Scholars ride multiple modes of transportation to commute from distant neighborhoods in San Ysidro near the U.S.-Mexican border, Chula Vista and National City in the south, La Mesa and Spring Valley in the east, and mid-city communities such as City Heights and North Park, Southeast neighborhoods such as Barrio Logan and Logan Heights, central communities such as

Clairemont and Linda Vista, and a few scholars commute from North County San Diego neighborhoods such as Carlsbad and Escondido. In the Spring of 2021, the San Diego Metropolitan Transit System (MTS) completed an extension of its blue line trolley connecting to the University of California San Diego. Preuss scholars can now take the trolley into school. A new program spearheaded by the San Diego Association of Governments (SANDAG) and the County of San Diego has provided all riders eighteen years and under to ride for free. The future of this program is currently under review in hopes of renewal.

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

- Mission-driven with a determination to get and keep scholars on track for higher education through providing a supportive culture.
- Focused on college preparation that teachers strive to make relevant and engaging as scholars learn content, skills, and application in real-world experiences of the different academic disciplines.
- Committed to teaching for in-depth understanding and mastery through an intensive, rigorous, challenging curriculum that differentiated instruction to include remediation, acceleration, more time on task, benchmarks, and alignment with state academic standards.
- Teachers examine scholar work and data to inform their decision-making about how best to teach and serve scholars.
- Active in providing full support for scholars' academic and social needs through easily accessible adult support in advisory programs, family and community partnerships, counseling, and mentoring.
- Engaged, collaborative, and committed to ongoing professional development as teachers learn, with the primary goal of improving scholar achievement.
- Accountable to ourselves, to each other, and all Preuss stakeholder groups (parents, scholars, faculty, staff, community, UC educators) through strong governance and fiscal management, maintaining an openness to generate creative solutions and empower all stakeholders in appropriate areas of leadership, with all efforts leading to continuous improvement.

Certain critical elements set The Preuss School apart from traditional public high schools, to which the Preuss leadership has an unwavering commitment. These elements are a unique hybrid of research-based best practices that help prepare low-income scholars to be first-time college attendees. These elements include

- Creating a robust and influential “college-bound culture” at The Preuss School with high expectations for all scholars.
- A highly-educated, enthusiastic faculty with college majors and expertise in their subject matter and the courses they teach.

- Collaborative, weekly professional development is essential to our “learning culture.”
- A rigorous, untracked college-preparatory curriculum strategically designed to fulfill and exceed the University of California a-g admission requirements.
- A robust academic support network for struggling scholars, including tutoring, mentoring, counseling, literacy and math enrichment courses, and a bimonthly Saturday Enrichment Academy (SEA).
- An innovative [Preuss University Preparatory \(UP\) Advisory program](#) and curriculum in which scholars and their parents are guided and supported by the same teacher from grades 6 to 12. This strategy and the course design are based upon but modified from the *Advancement Via Individual Determination (AVID)* model.
- Monthly Saturday parent meetings (average attendance of 75 parents), regular print and electronic communication in English and Spanish, such as Parent Square, and in-person translation in other languages to ensure parent engagement and involvement when available.
- Longer school days and a more extended school year so that at graduation, Preuss scholars who enrolled in sixth grade have completed almost an entire extra academic year
- Strong connections with the San Diego community for volunteers, internships, academic partnerships, and program sponsorships.

Recent Accomplishments: The Preuss School has received many accolades for its efforts toward helping scholars graduate.

- The Preuss School was named an NASSP 2017 Breakthrough School.
- Recognized for its programs and the achievements of its scholars over its two decades, a significant recognition within the past three years is that The Preuss School has been named the #1 High School in San Diego County consistently. This rank continues in 2020 with these additional rankings:
 - #1 High School, California Metro Area
 - #1 High School, San Diego Unified School District (SDUSD)
 - #9 California High School, among 1,612 high schools
 - #17 Charter High School in the U.S.
 - #87 nationally among 17,792 schools
- The ranking was based on these criteria: 100% of seniors took an AP Exam with 85% receiving a passing score; 96% graduation rate; distinguished reading and math performance on the California Assessment of scholar Progress and Performance (CAASPP testing, May 2019)
- Recognized in *U.S. News and World Report Best High Schools* April 2020

In summary, enrolling more than 830 scholars in grades six through 12 from over 40 diverse communities, The Preuss School is dedicated to empowering low-income and first-generation scholars by providing an innovative college-bound culture. Scholars benefit from longer learning times, which add to nearly an entire extra year throughout their middle and high school careers.

Courses are strategically designed to fulfill and exceed the University of California admissions requirements. As a result, over 90% of graduates are accepted to four-year universities (96% in 2019). Almost 100% go on to some form of higher education at esteemed public and private universities, including all the UC campuses (UCLA, Berkeley, Davis, and others), and many private schools such as Stanford, Harvard, Yale, Brown, NYU, Swarthmore, as well as smaller independent colleges. The Preuss School administrators, counselors, and teachers help our scholars receive financial awards and grants to ensure their access to higher education.

The mission of The Preuss School UC San Diego is...

...to graduate scholars as productive and influential members of a global and multicultural society, through developing ethical leadership and an in-depth understanding of all disciplines in preparation for academic excellence at four-year universities in pursuit of lifelong learning and civic leadership.

Our vision is:

“To transform the lives of students who are from low-income families and traditionally underrepresented in college, with the goal of qualifying them for university admission as the first generation in their families to attend four-year colleges or universities.”

[School-wide Learner Outcomes](#) (Link to School-wide Learner Outcomes)

Pursuing the Preuss mission has evolved over the school’s twenty-three-year history. Since The Preuss School has demonstrated success in preparing low-income scholars for university admission, the mission has broadened to include Preuss scholar success in completing college and launching them into successful lives and careers. The Preuss School thereby helps further the outreach efforts of the University of California and its commitment to the San Diego community.

With high levels of academic achievement, robust scholar support systems, an engaged contributing community of parents and community members, and a dedicated staff and faculty of educational professionals, The Preuss School continues to fulfill the school’s mission and pursue the Scholar Learner Outcomes (SLOs), which are statements about what scholars will think, know, feel or be able to do as a result of their educational experience. SLOs are posted in each classroom and incorporated into the daily agenda. We are adjusting our SLOs into our Graduate Profile, as shown in The Preuss Big Picture graphic.

Currently, SLOs are explained and reviewed with scholars to ensure that scholars understand what is expected of them and are integrated into each subject’s curriculum. These SLOs were revised during the Mid-Year review of the 2017 WASC Self-Study.

The Preuss School UC San Diego WASC Accreditation History

In 2017, The Preuss School UC San Diego completed a full self-study visit and identified four goals to focus on over the next six years. The committee visited and accredited The Preuss School with a six-year accreditation with a two-day visit in 2020. During the midterm visit, the committee agreed with the school's self-study goals and critical areas for follow-up.

The Preuss School UC San Diego Program Data

Program of study

The Preuss School operates on an [alternating block schedule](#) for two semesters ([see school year calendar](#)). The Preuss School offers [over sixty courses](#) to meet the diverse needs of our scholars. All Preuss scholars enroll in a rigorous detracked college preparatory A-G program. Various elective options and support courses are offered as well. A clear pathway to achieve the California State Seal of Biliteracy is available to all scholars. Elective courses in Pre-Engineering and Design and Engineering and Design give scholars a beginning and advanced experience in the STEM field. Similar progressions exist in the visual and performing arts and athletics.

Preuss University Preparatory (UP/Advisory)

Beginning with the school's inception, the UP Advisory classes continue to serve as the glue for each class that enters. Early in the program, the classes mirrored that of an AVID (Advancement Via Individual Determination) program. Modules were constructed and put in place for each grade level. Today the program has taken on a more organic form. Middle school UP classes focus on school culture, study skills, and high school readiness. Ninth and tenth-grade UP classes focus on college readiness and transcript development. The junior and senior classes are classified as EAOP (Early Academic Outreach Program), an A-G college preparatory elective course that centers on the college application process. All levels of the Advisory program are anchored in building a relationship between the advisee and the advisor.

Engineering

The engineering experience at The Preuss School begins with the Pre-engineering and Design course open to ninth - twelfth-grade scholars. The school's robotics club becomes an option for all scholars at the ninth-grade level as well. In the past, the school was able to offer a Lego Robotics program, and this is something that we will work to restart. After taking the Pre-engineering and Design course, a course in Engineering and Design follows. Scholars can gain experience with 3D printing, traditional power tools, and CNC machining. Participation on the Preuss Robotics Team is serving as a capstone.

Music

In the mists of college preparation, we have managed to carve out a space for vocal and instrument sounds. In support of our scholar's mental health, our music program has

established itself as an outlet for those inclined. Beginning orchestra, followed by advanced sections, and capped with Advanced Placement Music Theory is our traditional pathway. Starting classes in guitar and piano provide a musical outlet for scholars.

Visual Arts

In much of the same way that music has found its way into the rigorous college-readiness program of The Preuss School, the Art program has provided a framework in which The Preuss School can express its culture, feelings, and passion. Beginning course in Art and Drawing progress to Advanced Placement level course and exploration with Advanced Placement Art History. However, the connection with the University of California Community and the local professional arts community gives our scholars a unique opportunity to the life the Arts can provide for those who are driven, passionate, and talented to venture.

Middle School Wheel

The Middle School Wheel program may have originated by need during the development of the master schedule. Today the wheel still provides support for the master schedule while at the same time providing opportunities to seed new programs or focus on grade-level specific support. These courses are the least structured courses of our offering. Often these courses rely on the expertise of the faculty assigned. Planning and earlier development of the master schedule would benefit these courses with time to prepare.

Senior Wheel

In contrast to the Middle School Wheel, the Senior wheel is very structured. The wheel is divided into three segments, research, service learning, and internship. Each part is designed to give the seniors an experience they can draw upon for the capstone Senior Exhibition. The College and Workforce Coordinator works closely with the senior advisors to arrange internship experiences for the scholars. Due to the pandemic, many experiences have been relegated to the Preuss campus. We are working to reestablish our connection with our local community and the University.

Athletics

The Preuss School has worked diligently to maintain and grow the athletic offerings within our program. The Preuss School has established our Homecoming tradition without offering the fall flagship program. However, the established traditions and programs cannot overcome the discrepancy between our athletic facilities and scholars' local schools. As our scholars travel from their neighborhood to the University, they will likely pass two or three public schools with a synthetic turf field and electronic scoreboards. This coming year we will add boy's and girl's track and field and girl's beach volleyball to our sports offering. Again, despite our stringent academic demands, our scholars push us to give them more opportunities to stretch and grow.

Advanced Placement

The Preuss School only offers a detracked educational program that requires all scholars to be enrolled in Advanced Placement level courses in the tenth-grade. We are working on adding an option for ninth-grade computer science in the near future. As we move our scholars through the advanced placement program, we have yet to analyze the data collected throughout the years critically. AP test results have yet to be evaluated critically, only with the expectation of exposing students to the rigorous curriculum. As we have established The Preuss School as a beacon of excellence, we can now begin to evaluate the levels of that excellence.

Concurrent Enrollment

Being located on the University of California San Diego campus, we would expect that scholars could take advantage of courses offered at the University with little issue. Despite our proximity and other partnership with the university, coursework takes a different path. The college coursework path is governed by the California Education Code, not by proximity or partnerships. Once this expectation is readjusted to what every high school in California is held to, we see that Preuss has a University partnership with one of the highest-regarded Universities in California but has no collaboration at the junior college level. A few scholars at The Preuss School have taken courses on the main campus, and an even smaller number can attend their local community college. Concurrent enrollment is an area where The Preuss School needs to expand.

Media (Journalism/Yearbook)

Communication within an organization is essential. The Preuss School has two current courses that generate communication within the school journalism and yearbook. Both courses work toward a capstone. In journalism, the capstone is the publication of The Preuss Insider, and for the yearbook course, it is the annual yearbook publication. While both programs are fully implemented, a void of more current information or pulse is evident. The administration is exploring the expansion of the current media offering to include broadcast journalism.

Interventions

The Preuss School UC San Diego receives additional funding from Title I and what was once termed supplemental concentration funds. In serving the diverse population of scholars, The Preuss School was founded on the premise that providing support inside and outside the classroom will be key to achieving the school's mission. Title I funds are used to staff three school counselors. Additional support has included a family support specialist, a school psychologist, and a part-time clinical psychologist. In 2021 the school began reshaping these supports underneath the umbrella of an MTSS (Multi-Tiered System of Support). Working with the San Diego County Office of Education, the school has completed the Tiered Fidelity Inventory (TFI).

Recent changes to the administrative team have pushed our MTSS work into the spring of 2023.

The Preuss School's primary tier 1 program is the Preuss University Preparatory Advisory courses. Every scholar in the school is assigned and stays with an advisory class and instructor until graduation. This consistency establishes strong relationships between the scholar, instructor, and parent/guardian. All interventions utilize this relationship to generate motivation for improvement.

In addition, during the pandemic, The Preuss School received one-time COVID-related funding. This funding allowed the school to secure a busing contract for the 2021-2022 school year.

English Learner Program

Over the years, the number of scholars entering The Preuss School needing English Language services has increased. Scholars requiring language support are placed in mainstream courses with an additional support class. All instructors at The Preuss School are CLAD certified and trained. Scholars are identified through our universal screening process, and the scholar's advisory instructor becomes the touchpoint to ensure support is provided. Integrated services are provided in all core courses. Designated services are provided in the Literacy Enrichment courses. All qualified scholars take the ELPAC assessment each spring. Reclassification is determined following the [California Department of Education's Reclassification Rainbow](#). This fall marked the first reclassification in two years due to remote learning. We will reorganize our English Learner Program with new supports added to our program in the fall of 2023 (Learning Services Center, Literacy Specialist, Numeracy Specialist).

In addition, per the state education code, the school has an English Learner Advisory Committee (ELAC) where parents meet to provide input to the school administration and learn about their rights as parents of ELs. During the meetings, parents learn about support services offered at Preuss and the local community. This information allows families to be more proactive in their student's progress toward high school success and graduation. Following the two-year gap from being remote, our first ELAC meeting will be in the Spring of 2023.

Socio-economically Disadvantaged Services

The Preuss School UC San Diego has many socio-economically disadvantaged scholars. Scholars that meet these criteria receive preference during the lottery for admissions. All scholars at The Preuss School receive free breakfast and lunch. The school also operates a food pantry distribution at least once a month. Donations of school supplies are distributed by need through Preuss University Preparatory classes. Scholars found to need school dress support to receive vouchers from the school.

Scholar Below Proficiency

Scholars achieving below proficiency levels are identified early in the school year through specific course instructors. Scholars receive tutoring after school. A Scholar Support Team (SST) meeting is scheduled for scholars for whom tutoring is not progressing. The scholar's counselor, administrator, Advisory Instructor, other instructors, parent(s)/guardian(s), and scholar come together to determine the following levels of support. Sometimes schedule changes, one-on-one tutorials, and Saturday Enrichment Academy assignments may be recommended. As the SST moves through varied levels of support, discussions with Learning Services Faculty begin. The Learning Services Faculty guide the process of determining if further testing is needed to determine appropriate support.

Learning Services

The Preuss School UC San Diego offers a comprehensive program for all scholars, including those receiving learning services. The Learning Services Center serves over seventy scholars receiving learning services through an Individualized Educational Plan (IEP). Four educational specialists are case managers for the scholars with IEPs. Case managers collaborate with scholars, families, teachers, service providers, and administrators to address all needs. Scholars needing specific speech and language support, occupational therapy, or adaptive physical education obtain support via a contracted service through the Learning Services Center. The El Dorado Charter SELPA provides additional training and services for The Preuss School.

IEPs determine the services scholars need. Four Instructional Aides help support scholars in meeting instructional minutes through inclusion within core classrooms, small groups, or individual instruction according to scholar's IEP determinations. Records are kept to determine if scholars are receiving services indicated in the IEP.

Demographic Data

Socioeconomic Status

The Preuss School UC San Diego services over forty diverse communities. According to the California Department of Education, ninety-two percent of the scholars at Preuss qualify for the Free or Reduced-Price Meal (FRPM) Program. Free lunches were offered to all scholars in the 2021-2022 academic year per the California Universal Meals Program. This program ensures that all of our students, regardless of their parent's income level, are focused on their social and academic success and not hunger during the school day.

Parent Education Level

The Preuss School's mission focuses on recruiting first-generation college scholars. Unsurprisingly, most Preuss School UC San Diego scholars' parents and guardians have a high school education or less. Over the past two years, over eighty percent of our parents reported

having a high school education or less. Over that same period of time, only one percent reported having a college education.

Student Enrollment

The Preuss School UC San Diego is a 6-12 public charter school. Our enrollment process includes the use of a lottery system.

The Charter Schools Act of 1992 states charter schools may adopt student admissions criteria. The mission of The Preuss School UC San Diego is to provide an intense college preparatory environment for low-income scholar populations who have been historically underrepresented on the campuses of the University of California. Achieving this mission is one of the stated purposes of the Charter Schools Act. (Ed. Code, § 47601(b).) To realize this mission, The Preuss School UC San Diego will utilize preferences in admissions, as is permitted by the Ed Code (§ 47605(d).)

All completed applications will be entered into the lottery. As part of the application process, students and their parents or guardians must complete a short application, indicate educational and income status, and consent to participate in assessments conducted by UC faculty of student achievement, curriculum and instruction, and other topics relevant to the operations of the School. To ensure the School does not limit enrollment access for students with disabilities, academically low-achieving students, English Language learners, homeless students, neglected or delinquent students, or any other students who choose to apply, all completed applications will be entered into the lottery in order of preference. As part of the enrollment process, parents or guardians of admitted students must provide or grant access to records verifying income status.

Moreover, the School will collect academic records and solicit teacher input to assess and place a student appropriately once enrolled and provide additional support as needed. These records are not requested or reviewed until after the completed lottery. Failing to provide requested documents or false information on the application may be grounds for a rescission of admission.

Grade Level Enrollment

This school year, The Preuss School began to accept applications for all grade levels. Extra applications created waiting lists for each grade. As we have progressed through the school year, as scholars leave the school, we reach out to scholars on the waiting list. This rolling enrollment is a new practice for The Preuss School and has posed some challenges. Matching the coursework of high school scholars has proven to be complicated. Each department will be working with Scholar Services to devise possible solutions.

Gender and Ethnicity Enrollment

The Preuss School's lottery process has provided a consistently diverse group of scholars. The largest demographic group has been Latinx, African Americans, and Asians. Gender enrollment has remained relatively stable over the years as well.

Language Proficiency

The number of scholars classified as Limited English Proficient (LEP) has slightly increased over the past few years. In the 2020-2021 academic year, we began with 79 scholars identified as English Learners. Because we were entirely remote for the year, we did not administer the ELPAC exam and therefore did not reclassify any scholars. In the 2021-2022 academic year, we started with 112 scholars that identified as English. We administered the ELPAC, and 24 scholars were reclassified based on the CDE (California Department of Education) Reclassification Rainbow. This year we have 116 English Learners.

By examining our Language Fluency by grade level at the beginning of the year, it allowed our faculty to see the number of scholars at each grade level that we English Only (EO), Fluent English Proficient (FEP), Limited English Proficient (LEP), and Reclassified Fluent English Proficiency (RFEP). Looking at the data, the faculty had a visual showing the number of scholars that need language support across all grade levels.

We are using ELLevation to track our English Language Learners. ELLevation allows for the easy creation of teacher forms and the collection and translation of parent notifications. ([Click here for ELLevation Sample](#))

Eight State Priorities

Conditions of Learning (Basic and State Standards)

Credentialing Requirements

The Preuss School has a faculty of forty-five fully credentialed teachers. Each teacher is credentialed in their subject area of competence and meets the highly qualified teachers' requirements of ESEA.

Staff Description

Over the past three years, the school administration has changed. In 2019, the Executive Director position was added to the organization, followed by turnover in both the Principal and Vice Principal positions. In 2021, two counseling positions were turned over; now, the clinical psychologist, social worker, and volunteer coordinator positions are vacant.

Within the faculty, we have maintained a fairly consistent group. We have increased the use of interns from the University of California San Diego's Educational Studies Department. These interns are qualified to be the teacher of record and have allowed us to reduce class sizes in Mathematics and English at the middle school level.

Additional Staff Qualifications

The Preuss School faculty and staff are primarily female, with [65.5%](#) identifying as such. It comprises [57%](#) of the diverse population. Each race and ethnicity category represented by our scholars has at least one faculty or staff member who also embodies that race or ethnicity. Scholars with teachers or other school staff who look like them or have similar backgrounds feel more connected to their school and generally perform better academically.

Twenty-nine faculty and staff members have confirmed to speak at least one additional language to English, with a substantial percentage speaking at least some conversational Spanish. This language ability of a segment of our faculty and staff allows those scholars who are English Learners to feel seen, heard, and safe on campus and in the classroom.

[Our faculty](#) includes highly experienced teachers who have been at The Preuss School since its inception for over 20 years (4.4%) and new and established teachers who are new to the school (33.3%). Over 30% of our faculty has worked at the school for over ten years. This variety of experience allows school culture to continue seamlessly as older faculty demonstrate our traditions, routines, and expectations to new faculty. Our staff is also very [highly educated](#). More than half of the faculty and staff have a master's degree, and at least an additional nine credentialed staff members have a doctorate. Teacher quality is the most influential factor that

determines student success. Our highly qualified teachers are clear examples to our students of the benefits when there is a desire to learn and succeed.

Professional Development

Faculty and staff are provided professional development throughout the year to improve their practices. The Preuss School has a late start schedule on Friday mornings, and faculty and staff come in early to receive one hundred and five minutes of professional development. Agendas for the professional development calendar are linked below:

- [2020-2021 Professional Development Calendar](#)
- [2021-2022 Professional Development Calendar](#)
- [2022-2023 Professional Development Calendar](#)

During the 2020-2021 school year, a teacher was designated as the school-wide professional development coordinator. This teacher was given a release period for the work. This teacher retired, and the end of the school year and the release period sunset. In preparation for the 2021-2022 school year, a group of teachers was assigned a stipend to design the professional development calendar. The 2022-2023 professional development calendar has been administratively driven, as the focus has been preparing for our charter authorization and WASC accreditation. This spring, the plan is to reactivate a professional learning council to advise and plan professional development for the upcoming year.

Scholar Access and Enrollment

One hundred percent of the scholars at The Preuss School enroll in UC/CSU-approved classes. Of the one hundred sixteen scholars in the Class of 2022, one hundred and twelve were accepted to an undergraduate 4-year college or university. Forty-two scholars were admitted to UC San Diego. The Preuss School has a detracked course pathway. All scholars enroll in advanced placement courses in their sophomore, junior and senior years. Advanced placement courses have no prerequisites.

Mathematics Enrollment

With only one “track” of mathematics courses, The Preuss School UC San Diego students must be placed in the correct math class. Scholars are required to take mathematics every year to ensure every student surpasses the math requirement of both the CSU and UC systems. A scholar who is successful in every mathematics class will have the choice of either Calculus or Data Science in 12th grade. Placement decisions are based on data collected from multiple sources, which include: 2nd-semester grade in the current course, final exam grade, diagnostic test score (using the course-appropriate MDTP diagnostic test), and score on the California Assessment of Student Performance and Progress (CAASPP) exam (where appropriate).

Scholar Achievement Outcomes (Pupil Outcomes)

The Preuss School faculty and staff returned to school on August 2, 2022. The following day Dr. Steitz presented data from the 2021 school year. ([The Great Data Dive](#)) This presentation was an overview of the CAASPP (California Assessment of Student Performance and Progress), CAST (California Science Test), AP Testing (Advanced Placement), and ELPAC (English Language Proficiency Assessment for California).

On December 9th, 2022, Dr. Weber (Mathematics Department Chair) and Dr. Anderson (Literacy Specialist) presented data from our [CAASPP Data](#) and our first [Fastbridge assessments](#).

CAASPP -California Assessment of Student Performance and Progress

Due to the pandemic, state-wide CAASPP testing was not held in 2020 or 2021. The most recently reported data is from 2022 ([School Performance Overview - The Preuss School UC San Diego](#)). Due to the COVID-19 pandemic, state law allows the 2022 Dashboard only to display the most current year of data (also known as Status). For this year only, performance School Performance Overview - The Preuss School UC San Diego levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. The report contained the following data:

- Chronic Absenteeism: (Very High Progress) 30.9%
 - This number reflects the school's compliance with [UC San Diego's Return to Learn](#) mandate.
- Suspension Rate: (Medium Progress) 3.2% suspended at least one day
 - Most of The Preuss School's overall demographics are classified as subgroups of interest for the state. Therefore, it is no surprise that our suspended students also fall within this classification. With the improvement of our restorative practices and the beginning of our MTSS organization, we look forward to seeing the number of suspensions drop.
- English Learner Progress (Medium Progress) 54.8% making progress toward English language proficiency
- Graduation Rate: 100% (Very High Progress)
 - The Preuss School is fortunate to have a 6-8 program. This program allows the school to build the scholars into the high school scholars we need to succeed. With the addition of rolling enrollment, The Preuss school is looking to keep the number of scholars in a class at 124. This past year, 2022, we graduated 120 scholars. When we look at a longitudinal cohort number, we completed 97% of our scholars. This kind of data will be necessary for the school moving forward.
- English Language Arts: (High Progress) 22.9 points above the standard

- Six scholar subgroups were identified; scholars with disabilities and English Learners were categorized as very low and low, respectively.
 - The restructuring and creation of our Learning Service Center's increased staffing and support will impact these results.
 - We also understand the increased support needed for our English learner scholars. Adding both a Literacy and Numeracy Specialists and restructuring our English Language Development program will begin to impact these results.
- Mathematics: (Low Progress) 34.6 points below the standard
 - Within the six student subgroups, only our scholars identifying as Asian performed well. Scholars with disabilities were categorized as very low, and all other subgroups were classified as low.
 - In response to our scholar's performance, we will add a Numeracy Specialist, increase the number of Math Enrichment support classes, and lower the class sizes in the middle school and Integrated I classes.

CAST-California Science Test

The California Science Test (CAST) online assessment is based on the [California Next Generation Science Standards \(CA NGSS\)](#). All local educational agencies (LEAs) with eligible students in grades five and eight and high school (grades ten, eleven, or twelve) administer the CAST. The Preuss School administered the [CAST](#) to eighth and twelfth-grade scholars in 2021-2022. This was the first offering where the school would receive scores. The overall achievement level descriptors are 1-standards not met, 2-standards nearly met, 3-standards met, and 4-standards exceeded. The eighth-grade overall average was 2.4, and the twelfth-grade average was 2.2. Each grade level also receives domain scores for life, physical, and Earth and space science. Each domain has three levels: achieving below standard, near standard, and above standard. At the eighth-grade level, over eighty percent of the scholars were below or near standard in all three domains. Life science was the domain with the most significant number of scholars above the standard level. The twelfth-grade showed similar results, with over eighty-five percent of the scholars below or near standards in all three domains and life science being the domain with the highest number of scholars above the standard level.

These results have impacted our science department. The science team has begun to focus on the domain areas. The team is diving into its curriculum to determine if each domain receives the appropriate coverage depth.

AP Testing-Advanced Placement

The Preuss School has a detracked curricular pathway. As a result, the number of scholars taking the Advanced Placement exams for the core courses remained consistent over the years. Over the past five years, the number of scholars that received a score of three or better has fluctuated. ([AP](#)

[testing 5-year overview](#)) In March 2020, The Preuss school went to a remote learning setting. AP testing was remote as well. Sixty-seven percent of the Preuss scholars received scores of three or better. These scores are the highest for the past five years. The following year, 2021, all instruction and testing were remote. In 2021, only thirty-nine percent of Preuss scholars scored three or higher, the lowest over the past five years. In 2022 Preuss scholars scoring three or higher increased by 5% over the last year.

ELPAC-English Language Proficiency Assessment for California

In the 2020-2021 academic year, we began with 79 scholars identified as English Learners. Because we were entirely remote for the year, we did not administer the ELPAC exam and therefore did not reclassify any scholars. In the 2021-2022 academic year, we started with 112 scholars that identified as English. We administered the ELPAC, and twenty-nine scholars scored in the (4 Well Developed) English proficiency range, fifty scholars scored in the (3 Moderately Developed) English proficiency range, thirty scholars scored in the (2 Somewhat Developed) English proficiency range, and three scholars scored in the (1 Minimally Developed) English Proficiency range.

Reclassified was based on the CDE (California Department of Education) Reclassification Rainbow. After receiving parent and teacher input, looking at CAASPP (California Assessment of Student Performance and Progress) scores, twenty-four scholars were reclassified in the fall of 2022.

Engagement Indicators (Pupil Engagement)

Chronic Absenteeism Rates

Due to the statewide physical school closures in March 2020 due to the COVID-19 pandemic, the California Department of Education has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year.

The 2020-2021 Preuss academic year was entirely remote. Having to be remote was due to the constraints of [UC San Diego's Return to Learn](#) mandate. During this time, The Preuss school had a chronic absenteeism rate of 2.4%. The absenteeism rate was over ten percent lower than that of San Diego County and the state. Scholars attending San Diego Unified schools could return to in-person learning but often had to deal with illness or quarantine.

Scholar absenteeism in [2021-2022](#), the first school year back on campus after COVID school closures, increased significantly. While The Preuss School experienced less absenteeism than San Diego County (2.1% less) and the state (3.8%), the school did increase from pre-pandemic levels (4.5% in 2018-2019 and 26.2% in 2021-2022).

Scholar illness and mental health concerns directly related to COVID or COVID-related school closures are the most likely culprit for the lack of scholar attendance since the fall of 2021. As our campus opens up for more extracurricular activities and scholars are no longer required to quarantine when sick, the attendance rates of Preuss Scholars should improve over the next year.

Absenteeism is a concern for The Preuss School moving forward. One of the reasons absenteeism is concerning is because of The Preuss School's transportation situation. The passage of Senate Bill (SB) 328 established new mandatory school day start times for most middle and high schools. SB 328 caused most schools to start around the same time, limiting the number of buses available for contracting pick-ups and drop-offs. In the spring of 2021, the San Diego Metropolitan Transit System completed its blue line connector to UC San Diego. The 2022-2023 academic year is the first complete year that seventh-grade through twelfth-grade scholars have taken the trolley to and from school. Sixth-grade scholars are offered The Expanded Learning Opportunities (ELO) Program for before and after-school enrichment. The ELO program allows them to be bused to school earlier and picked up later. This complicated transportation situation increases the likeliness of scholars staying home instead of attending school.

Graduation Rates

The Preuss School UC San Diego prides itself on graduating scholars. The school routinely has a graduation rate above San Diego County and the state average. Before the pandemic, The Preuss School graduated ninety-seven of its ninety-eight scholars. In 2019-2020, when the school left for remote learning in March, The Preuss School had a graduation rate of 97.1%. During the following year of remote learning, the graduation rate was 100%. Upon returning to campus in the 2021-2022 academic year, The Preuss School's graduation rate fell to 93.6%. While the graduation rate remains above San Diego County and the state, recent changes to the school's enrollment procedure could provide a future challenge. The 2022-2023 academic year is the first year that The Preuss School has accepted scholars in grades ten, eleven, and twelve. 2022-2023 is also the first year that scholars from the wait lists are added as scholars leave the school. With the proper support, we intend to lift these scholars to the academic levels needed for Preuss graduates. In the future years, we expect to graduate over one hundred and twenty scholars consistently.

Schoolwide Learner Outcomes (SLO) / Graduate Profile Analysis (Pupil Outcomes)

During the fall of 2022, The Preuss School began work on restructuring our Schoolwide Learner outcomes. During professional development, faculty and staff worked on a jam board to capture their thoughts about how we could shift our [SLOs into a Graduation Profile](#). Our first attempt has merely been reorganizing the content ([Preuss Graduate Profile](#)). We will be working on this during the spring semester as well.

Scholar Learner Outcomes: A Preuss scholar can demonstrate the following outcomes upon graduation.

SLO #1: scholars will acquire a core of knowledge based on standards to graduate as knowledgeable, critical thinkers.

Indicator: Scholars can access required and elective courses based on state-adopted standards and benchmarks and University of California a-g courses.

Progress: 2018-2019 [A-G Completion rate](#) was 80%, 2019-2020 88%, 2020-2021 99%, and 2021-2022 92%. The Preuss School's detracked curricular pathway provides excellent access for scholars to receive a rigorous A-G curriculum. The numerous supports at Preuss provide the scholars with the necessary help to succeed in this pathway.

SLO #2: scholars will demonstrate effective communication skills.

Indicator: scholars use oral, written, and technological skills to interpret, analyze and communicate information effectively using a variety of texts and a variety of media to become technologically literate.

Progress: Senior scholars must complete the Senior wheel course and the [Senior Exhibition](#). The Senior wheel comprises three components; Internship, Community Service, and Research. The exhibition is a forty-minute presentation where the scholar (in business attire) refers to visuals and demonstrates their experiences through the lens of [I CLEAR](#).

SLO#3: Scholars will make sound choices in diet, exercise, and lifestyle, including behaviors to strengthen mental health to become healthy balanced individuals.

Indicator: scholar results on the California Healthy Kids Survey ([6-8](#))([9-12](#)) and interviews conducted with counselors reveal scholars and families benefit from specific information, practical strategies, and utilizing mental health supports (school psychologists, clinical psychologists, school counselors, Exercise and Health Science teachers (EHS), UC collaboration, Healthy Path curriculum, NAMI).

Progress: We are hiring a Family Support Specialist and have posted for our clinical psychologist.

SLO#4: scholars will learn to become global citizens through skills of cooperation, collaboration, negotiation, managing interpersonal relationships, and embracing diversity in a variety of settings.

Indicator: University Prep (UP) Advisory curriculum includes guiding scholars through the college application process from grades 6-12, decision-making, cyberbullying, online etiquette, World Language courses (Spanish, Mandarin), social studies curriculum, and English core works, including multicultural literature). Additionally, the staff has learned about different racial/ethnic groups, how it informs their academic progress, and the resources and support for undocumented scholars.

Progress: University Prep (UP) Advisory classes continue to include lessons supporting scholar development. The administration has supported these lessons by going into the classroom to present and work with scholars. The Preuss School Multicultural Club has established a campus presence and helps celebrate various acknowledgments throughout the year.

Student Perception Data (Pupil engagement)

Scholars did not participate in a perception survey for the 2021-2022 school year. The survey questions were more geared towards returning students to campus. Scholars were asked about the condition of the computers they had assigned, how they felt about returning to campus, masking, cleaning classrooms, and busing. Scholars will be participating in a perception survey this spring. This survey will focus on school climate, programs, and transportation.

Parent Perception Data (Parent engagement)

Parents were asked to complete a school climate survey. Parents were asked to answer questions about their student's experiences and their experiences interacting with teachers and administrators. Two hundred and six parents responded to the survey.

Regarding parent participation, 84.5% of the respondents indicated attending Saturday PTA meetings and 20% volunteering during school hours.

Regarding Safety and Respect at Preuss, 96.8% strongly agreed or agreed that The Preuss school is a safe place to learn.

One area of concern was communication. 89.2% strongly agreed or agreed that they routinely access the Preuss website for news, events, assignments, and opportunities for their scholars, and only 35.8% responded with strongly agreed. This was the lowest score in the strongly agreed category.

Another area was that of being aware of the additional services offered. Almost 10% of the respondents indicated that they disagreed or strongly disagreed.

Communication remains an area of needed growth for the school. Changes have been made regarding the use of Parent Square software, daily bulletin emails, and updates to the website.

Implications of the data

- *Absenteeism* - The Preuss School does have scholars struggling with daily attendance for various reasons. To support the families and scholars, the school will redesign its approach to the [SART \(Student Attendance Review Team\) and SARB \(Student Attendance Review Board\)](#) process.
- *English Language Learner progress* - The number of scholars needing ELD (English Language Development) support has increased over the past five years. While the number is small, the school needs to be proactive in creating a robust support system for scholars that need them. Families will need to be supported as well.
- *Science* - The California Science Test (CAST) results showed that around three scholars in ten scored overall Met or Exceeded Standards. As we looked into the three domain standards, Life, Physical, Earth and Space, less than two scholars out of ten scored in the Above Standard range.
- *Mathematics* - The math faculty at The Preuss School knows that the learning gaps created from the scholars' time spent remotely learning are real. 2021-2022 CAASPP (California Assessment of Student Performance and Progress) Math scores indicated that The Preuss School is experiencing the same struggles as other schools in the state. Starting in the 2023-2024 academic year, a Numeracy Specialist will oversee the math support for all scholars.

Major Scholar Learner Needs

Preuss School scholars do not have a short list of needs. Comparing data from pre-pandemic levels, The Preuss School has decided to address areas of need where outcomes have dropped off.

- Absenteeism
- English Language Learner progress
- Science domain development
- Mathematics

Important Questions

- What impacts has the pandemic had on our organization regarding staffing, positions, and facilities? Do we still need to make adjustments?
- Does our curriculum still provide what our scholars need to be successful in college? How do we know?
- How can we change how we teach to address the needs of our scholars, families, and colleagues? Do our scholars need to learn how to learn again?
- Do our assessments give us the necessary information to accomplish our mission? How can we hold ourselves accountable for accomplishing our mission?
- What will Preuss 2.0 be? (Culture, supports)

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A1.1. 2019, Consultants met with the staff and modified the language, and updated our mission and vision.</p>	<p>Our new and former vision and mission</p>
<p>We believe in and prepare our students to be admitted to four-year universities and be successful.</p> <p>Preuss continues to provide and support a detracked curriculum, with only Advanced Placement-level classes offered for most major content areas in high school.</p> <p>The role of the University Prep (Advisory) class is instrumental in aiding students in the college application process, which is the fulfillment of the mission and vision.</p>	<p>We have a 90-100% graduation rate, and we are the number one ranked school in San Diego for the 5th time in a row.</p> <p>Course Description and Educational Planning, a resource on the school website.</p> <p>Seniors apply for FAFSA/California Dream Act, the University of California, and the California State University as part of the curriculum for Senior Advisory during their senior year. Students apply for scholarships as part of the</p>

<p>Research that backs up what first-generation low-income students need to thrive and complete higher education are</p> <ol style="list-style-type: none"> 1) the ability to pay for college 2) academic preparation for college-level work 3) knowledge and assistance required to navigate pathways through college <p>(Perna, 2006; Perna & Jones 2013)</p>	<p>curriculum as well.</p> <p>We assist our students with College Application workshops, Financial Aid workshops, provide AP classes for ALL our students, and require all Seniors to complete the Senior Wheel, which consists of students completing research, internship, and community service to expand their networks and skills to be successful for college.</p>
<p>A1.2. PTA and Volunteer Coordinator The Board of Directors The Executive Vice Chancellor Teachers in Professional Development</p> <p>Student Application of SLOs</p> <p>Stakeholders are regularly involved in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes, specifically through processes such as the discussions in Parent Teacher Association, School Site Council review of the SPSA, multiple features of the Board of Directors of the Preuss School and through teacher participation in Professional Development.</p>	<p>Monthly PTA meetings</p> <p>Parents are continuously encouraged to be involved in the education of their children. These monthly meetings provide regular updates about current events and new parent volunteering opportunities.</p> <p>Parent Square: Announcements/Communications</p> <p>Review the SLOs annually during Professional Development.</p> <p>Part of the annual Spring Learning Showcase involves students applying the ICLEAR framework to understand two projects they've completed during the school year.</p>
<p>A1.3. Scholars demonstrate understanding and commitment to the SLOs by participating in the Spring Learning Showcase and Senior Exhibition. Parents and other stakeholders demonstrate understanding of and commitment to the mission, vision, and SLOs by supporting our students and attending these events.</p> <p>The Preuss School can secure charitable donations, grants, and corporate partnerships. through the committed effort of the UC San Diego Advancement Office</p>	<p>Scholars prepare a presentation for the community demonstrating how they have applied the SLOs in their learning throughout the year. Parents & community members volunteer to come to hear our students' presentations.</p> <p>The Board of Directors demonstrates understanding and commitment to the vision and the mission of the school through their participation in committee and board meetings, additionally supporting the school through visitations to site events, PTA meetings, and</p>

<p>Stakeholders of the school and business community demonstrate understanding of and commitment to the mission and vision by providing our seniors with Senior Internships.</p>	<p>contributions to the good governance of the school, including review and approval of the LCAP.</p> <p>The Preuss School has a School Site Council composed of the principal, teachers, staff, parents, and students to deliberate and act upon the needs of the school, including the approval of the school SPSA.</p> <p>Our scholars are placed in the community and at the local university to participate in a Senior Internship for a trimester of their senior wheel (examples of internship placements include: Shiley Eye Center, Clinical Technology @ Jacobs Medical Center, Black Resource Center, Triton Transfer Hub, Student Veterans Resource Center, University Communications, Early Childhood Education Center)</p> <p><u>Scholar Participant feedback:</u></p> <ul style="list-style-type: none">-Junior year supports in Advisory-Teachers provide guidance on college options and feedback on college applications
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1 We know that the board meetings meet regularly and are public record, but it is unclear how stakeholders can be involved other than to attend and listen in.</p> <p>The Bylaws of the Board of Directors codify parent/guardian and faculty involvement. Furthermore, direct student involvement is being developed.</p> <p>A2.2 *We are unclear on how the governing board’s decisions guide our school. The role of our governing board has changed over time. Our board used to have a more direct decision-making role in our school. They now seem to have more of an advisory role. We are unsure of what directed this change. The EVC of UCSD has a much stronger presence/influence in the governing of our school.</p> <p>The Board of Directors undergoes training during a yearly Summer Orientation and Retreat, being provided with a Director's Handbook.</p> <p>A Board Liaison position has been created, and staff to, impart, assist in improving the school community’s understanding of the Board of Directors’ role.</p> <p>A2.3 Complaint Process</p> <p>The Preuss School Board of Directors approved and enacted the school’s Uniform Complaint Procedure (approved 10.10.2022), posted on the school’s website.</p>	<p>The Board of Directors meets on a regular schedule posted on the school's website and is updated regularly should circumstances arise. Agendas are posted ten days in advance and include directions for public comment.</p> <p>The PTA President is an ex officio of the Board of Directors, representing parents with a voice at meetings. Likewise, there is a teacher representative with explicit speaking, seating, and access to non-confidential materials of the board. A Bylaw amendment for the introduction of a student representative is in development.</p> <p>Directors Handbook 2023</p> <p>The structure of our administration changed. New positions, such as the Executive Director, have been added to our administration team.</p> <p>Organizational Chart</p> <p>The posting location of the Uniform Complaint Procedure</p>

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school’s broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school’s schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A.3.1 Math diagnostic exams, Spanish placement exam, i-ready, and Fast Bridge to evaluate literacy levels.</p> <p>Math teachers and Math enrichment teachers collaborate in evaluating which scholar should enter the support class and which can work without the support of the class.</p> <p>A3.2 Moving forward in Spanish, benchmarks will be created and implemented to assist in determining placement in the program.</p> <p>In an effort to avoid using data from lagging measures</p>	<p>Scholars are placed in Spanish classes according to their diagnostic results.</p> <p>Students are placed in a Math enrichment course based on Math diagnostic following the Math Placement Policy.</p> <p><u>Scholar feedback:</u> -Diagnostic testing was better understood at an older age than when she was younger. It has more meaning when college is near.</p> <p>The literacy specialist position was created to support scholars in reading and writing.</p>

<p>(CAASPP, AP exams, ELPAC) and have immediate, informative data. The Science Department will create and implement benchmarks for collaboration across the department and grade levels.</p> <p>The Preuss School’s SPSA, “Foundation for Scholar Transformation Plan,” is a data-driven online project plan with developing benchmarks to inform departmental focus and keep the school moving towards its LCAP goals. The SPSA is reviewed and approved by the School Site Council and directly aligns with the LCAP.</p> <p>A3.3 IST (School leadership, Department Chairs) meet monthly to discuss decisions.</p> <p>Every Friday, all faculty participate in Professional Development, which often includes problem-solving, discussion of school issues, and decision making</p> <p>The Board of Directors and Academic Advisory Committee advise and review the implementation of practices, programs, and policies that support scholar learning. Membership in this committee includes Board members, school leadership, staff, Preuss faculty, and community member, including professors from UC San Diego’s Department of Education Studies.</p> <p>A3.4 Staff communicates, plans, and makes decisions through email & Microsoft teams. Weekly professional development meetings & monthly all-staff meetings help teachers & staff communicate, plan and discuss issues. IST is a group of teacher leaders that meets monthly to create policies and review issues on campus. Admin meets weekly to approve events and plan & discuss solutions & issues. Departments meet monthly by content & grade level to communicate about curriculum, events, scholars, and grading. Admin meets with the Union reps to resolve differences or review agreed-upon policies. Staff can access resources at UC San Diego to resolve differences.</p>	<p><u>Scholar feedback:</u> -Recognizes the support staff in her classes are available for extra support</p> <p>The SPSA of the Preuss School UC San Diego is developed, tracked, and communicated through innovative strategy software Cascade. Professional Development calendar/agenda</p> <p>F4ST (Foundation for Scholar Transformation - strategic plan) objectives created for Science benchmarks</p> <p>Monthly IST meeting minutes</p> <p>Staff meetings Professional development Admin meetings Monthly Dept. Meetings Communication with the Union reps Departments at UCSD (Ombuds, Whistleblower, Office of Harassment)</p>
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1 All Faculty members are credentialed in their teaching subjects. We participate in weekly professional development and monthly department meetings, and grade-level meetings. Faculty and staff are encouraged to participate in outside organizations and attend conferences/classes to improve teaching. Faculty members also serve as cooperating/master teachers to student teachers. Preuss regularly takes interns from UCSD to teach classes.</p>	<p>Professional development calendar & monthly meeting calendar Educator Effectiveness Fund - Grant money MOU with UCSD EDS (Educations Studies)</p>
<p>A4.2 Preuss administration and faculty review scholar test data to promote continuing conversations about appropriate curriculum and any unidentified needs impacting scholar achievement.</p>	<p>Prior to the start of the 2022-2023 school year, all admin, faculty, and staff had a week of professional development. During this time, scholar scores for CAASPP, CAST, and AP tests were discussed. This prompted a conversation about AP Class offerings, dual college enrollment, and the reality of long-lasting literacy challenges for English Learners,</p>

	<p>even those reclassified as English proficient.</p> <p><u>Scholar feedback:</u> -recommends some teachers get more empathy & anger management training -doesn't like the loud blow horns and outdoor microphones (Admin and campus supervisors)</p>
<p>A4.3 We have had professional development with the goal of improving teachers' practices and scholars' performance, but it is unclear if there are processes in place to measure and assess the effectiveness.</p>	<p>Examples of PD in the last few years: -Restorative practices training -Department meetings: sharing of best practices -Trauma-informed care -Scholar alumni panel to discuss their experiences at Preuss</p>
<p>A4.4 Administration formally and frequently informally visit classrooms while teaching is in session.</p>	<p>All faculty are formally observed at least once per year, and faculty with fewer than six years of service are formally observed at least twice yearly. (available upon request)</p>
<p>A4.5 We have a staff handbook, scholar handbook, and communication for parents through ParentSquare. The first week of school is focused on staff training for school policies and procedures, including online training (cyber safety, sexual harassment, bloodborne pathogens, child abuse reporting, cash handling, driver training, active shooter training, My Research Safety, and CPR)</p>	<p>Employee Handbook Scholar Handbook</p> <p>Link to Blink UCSD - (Personal menu) - (My Trainings)</p>

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school schoolwide action plan/SPSA, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1</p> <p>Measure YY: Faculty and staff were invited to work in departments to brainstorm the furniture and supply needs that would best meet the versatility required of our curriculum.</p> <p>Departments identified goals that would be included in LCAP for resource allocation. Goals and objectives outlined in CASCADE (F4ST - Foundation for Scholar Transformation).</p> <p>Our volunteer coordinator sends out a poll to teachers about their needs in their classrooms, which tutors or interns can meet. She then places volunteers in classes to assist scholars with learning and assist the teacher with tasks.</p> <p>Our spaces around campus have been modified to reallocate the locations of our staff. Our Scholar Services team is now all together, and our Learning Specialists are now all together.</p>	<p>Each department created a presentation explaining our furniture needs and shared it with site leadership.</p> <p>The counselors sent out a curriculum for social-emotional learning for teachers to preview.</p> <p>UP/Dept. Chair Release day substitutes</p> <p><u>Scholar feedback:</u> -She recognizes these people in her classroom and appreciates their help</p> <p>New furniture, computer lab remodel, mail room remodeled, fab lab installation</p>

A5.2 Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3

The school has adequate facilities to meet its vision, mission, and schoolwide learner outcomes. The Campus has 33 scholar classrooms, each able to accommodate 35-40 students. The campus also has a school library, resource rooms, large and small conference rooms, bathrooms in each building, an athletic field and gym facility (the Walton Center), and a scholar eating area (including tables, umbrellas, solar trash cans, and hydration stations). The school’s facilities include a bus drop off/pick up area, a teacher workroom, a nurse’s office, and work rooms and offices for classified staff.

Areas of need include renovation of the fitness center, locker rooms (no AC, hidden areas make supervision difficult), trolley, and campus supervision needed. There is also a desire for a Scholar Services/Wellness Center, a Visual and Performing Arts Center, and more solar panels over the parking area.

A5.4 Areas of improvement: The UC process for acquiring materials and supplies has become more difficult in the past few years. Making requests and getting reimbursements requires long wait times and multiple follow-ups.

A5.5 Areas for improvement: The hiring process is long, thus leaving vacancies open for long periods of time, which impacts students and learning. New staff needs more training and guidance before and during the school year. Most recently, fewer candidates are applying for onsite positions, and more offers have been declined.

Scholar Feedback: More bathrooms, sometimes the bathrooms are questionable, and students are doing questionable things. Would like a bigger locker room. She likes the campus and feels safe here. “I like that it is a small campus and that classrooms are sectioned by grade level.” A student feels like she has adequate technology, and Daryl is helpful with fixing laptops if needed. Classrooms have adequate supplies. The art classroom is really small and should be upgraded. As a cheerleader, she would appreciate a gym (Ms. Bandy drives the cheerleaders to a gym so that they can practice safely). Walton Center is a little small. Sometimes the stage of the WC is a closet, so it is small for practicing cheer with drama supplies and pianos, and drapes. Gum is a problem at school and sticks to pants when students stick it under tables. Middle school classes smell...

Feedback on furniture: Some tables are falling apart, and students don’t treat them well. Doesn’t mind sharing table space and likes it when tables are grouped instead of in rows. Dr. Ensberg’s tables are really small.

Purchasing process: <https://blink.ucsd.edu/buy-pay/ways/oracle-procurement/index.html>

Hiring process link: <https://blink.ucsd.edu/HR/employment/jobs/index.html>
<https://blink.ucsd.edu/HR/employment/hiring/index.html>

	Onboarding checklist: https://blink.ucsd.edu/sponsor/ra-training-resources/checklists/onboarding.html
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A6.1 The Finance and Budget Subcommittee of the board analyzes the annual operating budgets proposed by the CAO and makes recommendations to the Board concerning amendment or approval. In addition, it reviews the annual financial audit and advises the Board of significant compliance or risk issues identified in the audit process. It also advises the CAO on the implementation of appropriate internal controls or systems to resolve those issues and, most importantly, ensures that funding follows the goals identified in the School’s LCAP via several stakeholder meetings (PTA,	Finance & Budget committee recommendations at full Board meetings

School Site Council, Academic Advisory, Advisory Board).

Future planning takes place at the following meetings: Weekly Admin meetings which include teacher and counselor representation; monthly open Board meetings, which include teachers, staff, parent, development, and community representation, monthly IST meetings to allow department chairs to focus on a streamlined approach to the school’s academic goals, monthly faculty and departmental meetings, Finance meetings, and monthly PTA meetings. Annual surveys include a Scholar Survey, Parent Survey, (All) Staff Satisfaction Survey, and a Technology Survey to ensure that we are meeting established needs, becoming aware of any new ones, and keeping up-to-date with advancements that can assist all stakeholders.

Preuss transitioned to utilizing the trolley for transportation for high school now that the station across the street is open. This was part of Preuss’s long-range plan. The District has been unable to provide busing to meet the school's schedule; only sixth graders are offered busing because they have access to before and after-school programming that aligns with the availability of buses.

A6.2

The Preuss School UCSD supplies its internal controls narrative to the District, the Board, and a state-approved charter school audit firm each year to demonstrate that it has effective processes for;

Providing appropriate checks and balances via separation of duties: responsibilities are divided between staff, so no one individual controls all aspects of a transaction;

Establishing authorization and approvals so that only a person with delegated authority approves or authorizes transactions;

Ensuring priority issues are identified and addressed;

Reducing and preventing errors in a cost-effective manner;

Securing assets: Equipment, cash, inventory, and resources are kept safe and secure; and

Providing review and reconciliation to regularly examine transaction records against official university

Scholars take the trolley to and from school daily.

Scholar Feedback on transportation: The trolley is terrible, it is unsafe. She feels bad for the younger students who have to take it. Commented that a man had a gun on the trolley and was arrested in front of her. She wishes we had the buses. She can get home around 6:30 pm if she goes to after-school activities. The earliest she gets home is 5:20 on the bus. She could get home at 5 pm, and if she stayed for after-school activities, she could be home by 6 pm. If public transportation is unreliable, she has to walk 20 minutes to the trolley and then gets tardy. Lots of altercations on the trolley, and it is scary when it is dark. She finds it unhelpful to call for MTS help in front of someone acting out. She has to strategically think out where to sit on the trolley to feel safe.

[Preuss Instructor Salary Schedule](#)

Preuss maintains an operational reserve of approximately 25% as recommended by several county and state administrative oversight agencies.

[Preuss Gala - Lori Gremel](#)
Director of Development

records to verify the accuracy, appropriateness, and proper compliance.
 The Preuss School UCSD abides by the policies and procedures set forth by the University of California San Diego. These controls govern critical fiscal areas, including 1. Cash; 2. Purchasing; 3. Payroll; 4. Equipment Management 5. Information Systems; 6. Honorariums; 7. Travel; 8. Entertainment.

The Preuss School contracts with an approved Charter School audit firm to submit an annual financial report to CDE by December 15th of each year. The current contract is with Christy White.

The Budget, First Interim Report, Second Interim Report, and Unaudited Actuals are all due annually to both the District and the Auditor.

Each spring, the District and firm visit the school to carefully review attendance records, immunization, mode of instruction, independent study records, board documents, any litigation, student, and staff handbooks, salary schedules, and fiscal policies and procedures.

In the fall, there is a comprehensive review by the external auditor of the financial statements, including details of contracts, payroll, and a special review of student activities. Board members are interviewed, individual receipts are requested, and balances are confirmed. The firm prepares a draft for the administration's review and sends a full report to the State after board approval. Once the State has reviewed and approved, the School may pay the audit firm.

A6.3

UC San Diego has converted to Oracle Financial Cloud and continues to develop/enhance a new Payment Works procurement system and a new Concur credit card/travel card system.

Preuss purchases are proposed through a form signed by the dept chair, supervisor, and by executive director. Procurement involves routing through campus for approvals; vendors must be approved for business with UCSD before invoicing and payment. Approvals incorporate automatic routing and tracking for full

control and accountability. All expenses are approved, monitored, and reconciled by the Preuss financial analyst, the CAO, and General Accounting; all entries are logged into the UCSD campus ledgers.

Revenues: K-12 revenues are journaled from the County Auditor website into OFC to match the District's cash-in-treasury balance and subsequently wired to campus; gift revenues are accepted by Advancement and tracked in the Foundation's software platform before being transferred to UCSD campus ledgers. Cash revenues are deposited with the UCSD Cashier's Office and tracked in the UCSD ledger.

A6.4

Each winter, the Finance and Budget Committee begins to prepare a draft budget and proposes it to the board for final approval in June. Finance considers all aspects of revenue (federal, state, local, and gifts) and expense (certificated salaries, classified salaries, benefits, instructional materials, and operating costs), making adjustments as required (revenue flow) and requested (expense flow). The Chancellor requires a balanced budget each year, meaning proposed expenses for the year should not exceed expected revenue.

Implementing a new platform (Oracle) has created barriers to acquiring information.

A6.5

In order to navigate times of volatile revenue, Finance has set aside a 25 percent operational reserve, as recommended by several school administration agencies.

Because of the efforts of the teachers' union and after lengthy negotiations, Preuss now offers a more competitive salary schedule that is in keeping with SDUSD and the schools surrounding our location.

A6.6

All Preuss staff is now classified into system-wide positions with established salary scales/ranges (with

represented staff under contracts bargained by six different unions.)

A6.7 Preuss has an annual formal fundraising event each spring.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Strong PTA, developing School Site Council, new board liaison position
2. Strong reputation for Preuss that is known throughout the county. Stakeholders understand that Preuss is unique and different.
3. Access to technology, funding and time for weekly Professional Development, resources (like teachers pay teachers, IXL, Albert.io, etc.), Educator Effectiveness fund
4. Best custodians in the world, great landscapers, a safe school, a full-time nurse & nurse assistant, family support specialists, and librarians.

Areas of Growth

1. Clearer communication with stakeholders about the working roles of our leadership, administration, and governing board of directors.
2. Making the mission and vision clearer for applicants, incoming students, and the surrounding community (i.e., UCSD).
3. We need more clear Professional Development goals for the year. A scope and sequence of learning would be beneficial.
4. Need more space (rooms for every teacher), bigger facilities, consistent and safe transportation options, more versatile & comfortable classroom furniture, a more efficient supply order process, and more transparency about available department budgets and which staff to contact about finances.

Chapter III: Self-Study Findings

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All scholars participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with scholar Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*



Findings	Supporting Evidence
<p>B1.1. Current Educational Research and Thinking</p> <p>English: The 6-10th grade English curriculum follows the CCSS (Common Core State Standards) ELA (English Language Arts) standards. 11th and 12th grades follow CCSS ELA in addition to College Board standards for Advanced Placement courses. The department stays current with pedagogical research in the subject discipline and research in grading/assessing scholar achievement.</p> <p>Mathematics: All math courses follow the CCSSM. Courses have increased focus on inquiry and application, aligned with CCSSM and current math pedagogy. We have switched from AP Stats to Data Science to increase relevance and improve focus on coding/uses of data.</p>	<p>ENGLISH–Course syllabi; APSI; Department readings; Dept goal setting and data gathering; Tech training; CATE (California Teachers of English Conference presentations; I-Ready reading assessments (phasing out); Fast Bridge reading assessment (implemented in fall of 2022)</p> <p>MATH–Departmental readings/training/PD; syllabi; course offerings; inquiry activities (Precalculus logarithms; Precalculus rational functions; CM1 Dividing Fractions; CM1 Distance in the Coordinate Plane; CM1 Simplifying Expressions; projects (IM3 My Data, IM3 Car Project, IM3 Desmos Art, CM1 Statistics Project, CM1 Timeline Project, CM1 Quarter-Sized Me); Dept. curricular review of scope and sequence;</p>

<p>World Languages: The World Languages Department follows the California State Standards and the National Common Core Standards for grades 7-12. The curriculum uses the ACTFL (American Council on the Teaching of Foreign Languages) standards and aligns with the six Global AP Themes to guide instruction for levels 1, 2, and 3. For the upper levels (i.e., Spanish IV, Spanish AP Lang. and Spanish AP Lit), the College Board standards are also followed.</p> <p>Social Studies: The Social Studies Department follows California State Standards and Common Core Standards for Grades 6-12 Literacy in History/Social Science, as well as College Board standards for Advanced Placement courses in grades 10 through 12. Teachers stay up to date with current research and teaching practices in History/Social Studies as well as for specific courses such as AP. Piloting Advanced Placement African American History</p> <p>Science: The science department stays up-to-date on current educational research and thinking.</p> <p>Learning Services: All academic IEP goals are linked to the Common Core Standards. Within the IEP transition page, a detailed list of academic courses the scholar is required to meet to graduate is listed.</p>	<p>UCSD math diagnostic results when we receive them) shows kids are placed in Precalculus, and above</p> <p>WORLD LANGUAGES- The Spanish curriculum has been updated to include Course descriptions for all levels that reflect National and CA State Standards as well as ACTFL curriculum. Dept. reviews courses and the scope and sequence for each course. Ap Teachers use The College Board resources to measure student progress.</p> <p>SOCIAL STUDIES-Teachers attend and/or present at least one conference per year, AP teachers attend APSIs (Advanced Placement Summer Institutes) and/or serve as a reader for AP exams (there is a remote option in some courses).</p> <p>SCIENCE- The curriculum is continuously updated to reflect new NSTA frameworks (currently “Argument Based Inquiry”) and California Standards (NGSS-Next Generation Science Standard) adoption)</p> <p>Teachers attend NSTA (National Science Teaching Association) / CASE (California Science Educator) to keep current with new frameworks, learn new ways to organize content, and evaluate new products and resources.</p> <p>New frameworks, products, and resources are shared and reviewed at department meetings</p> <p>LEARNING SERVICES-scholar IEP goals (IEP samples can be accessed in the Learning Services Center).</p>
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<p>Exercise Health Science (EHS) Department uses current educational research and follows the California State Standards for Grades 6-12.</p> <p>Library: Model Library Standards</p> <p>Visual and Performing Arts (VAPA) Department follows California State Standards and Common Core Standards for Grades 6-12 Literacy in History/Social Science, as well as College Board standards for Advanced Placement courses in grades 10 through 12. Teachers stay up to date with current research and teaching practices in History/Social Studies as well as for specific courses such as AP music theory, AP art history, and AP studio arts.</p>	<p>EXERCISE HEALTH SCIENCE-The curriculum is updated to reflect California and National Standards, uses new technology as it becomes available, and adapts to new research on physical and mental health.</p> <p>EHS faculty attend state and national conferences to learn the latest trends in fitness, physical activity, physical education, and health. Information is shared with faculty at department meetings.</p> <p>EHS uses an evidence and standards-based curriculum (SPARK) for grades 6-8.</p> <p>LIBRARY-Lessons on digital literacy (encompasses research techniques, digital citizenship, 21st Century skills, Internal professional development (library staff teaching teachers about digital citizenship, technology tools to assist in scholar engagement) (e.g. Common Sense Media, Research, Sora & Destiny)</p> <p>VISUAL AND PERFORMING ARTS</p> <p>The department adopted the new California VAPA standards 2019 in the course syllabi and implemented them in the instruction.</p> <p>Programs/videos from the festival of the arts, the gift of music winter zoom concert, the spring concert, the fall festival, the Shakespeare festival, jazz June, choir performances at the homecoming game/graduation, and music student performances at the Preuss Promise are the evidence of students' participation in performances.</p> <p>Students complete projects related to the standards and the curriculum.</p> <p>AP music theory, AP art history, and AP studio art classes follow the college board curriculum and prepare students to take the AP exam in the spring.</p>
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<p>University Prep: The advisory curriculum offers scholars a consistent space for lessons and experiences to prepare scholars for college.</p>	<p><u>PREUSS UNIVERSITY PREPARATORY ADVISORY</u></p>
<p>B1.2. Academic and College- and Career-Readiness Standards</p> <p><u>Preuss Graduation Requirements</u>, UC Minimum Admission Requirements Grad checks - high school Advisory AP courses</p> <p>Preuss University Prep (Advisory)</p> <p>Math: scholars are required to take mathematics every year in high school (so most scholars go well beyond the state min. requirement of IM3). scholars are afforded the choice of Calculus or Data Science as a senior. All courses follow the Common Core State Standards for Mathematics.</p>	<p><u>Scholar Planner pgs 29-30</u> <u>Graduation checks presentations and google forms</u> <u>College/Career Link on School Websites</u> Screenshot of <u>Internal College/Career Resources (Internal Website, Accessible with Preuss Gmail)</u> Example <u>College/Career Newsletter</u> Sample <u>Junior Advisory Agenda</u> Sample <u>Senior Advisory Agenda</u></p> <p><u>UP curricula</u> <u>College Rep Visits</u> <u>AP and UC submissions (for new courses)</u> <u>Course Description Booklet</u> <u>Staff Course Selection Presentation</u> During Professional Development <u>Student Course Selection Presentation</u> Continuous Transcript Inventory <u>College Kick-Off Meetings</u> Sample PPT</p> <p>(MATH): Course syllabi (<u>Calculus syllabus</u>), final exams (<u>Calculus Final Exam</u>, <u>CM1 Final Exam</u>), performance tasks (<u>Precalculus Diet assignment</u>; <u>Precalculus Trigonometry assessment</u>, <u>CM1 Calorie Burning</u>, <u>CM1 Wildlife Trails</u>, <u>CM1 Time to Workout</u>), <u>math progression</u></p> <p>In the second semester of Calculus, scholars are assessed like a college class (2 mid-term exams and a final)</p>




<p>English: All scholars have enrolled in honors English courses for grades 9 and 10, and in AP courses for grades 11 (AP English Language & Composition) and 12 (AP Literature). All courses meet or exceed the requirements of the Common Core State Standards for English Language Arts.</p> <p>Senior Wheel</p> <p>Science: our core science sequence provides college readiness and defined academic standards that exceed graduation requirements</p> <p>Exercise Health Science (EHS): scholars are required to take an EHS course every year from 6th-10th grade as is required by the state of CA. scholars receive mandated minutes (400 every 10 days) of physical education. scholars who choose to participate in athletics do so from 9th-12th grades.</p>	<p>(ENGLISH): Course descriptions; course syllabi;</p> <p>Senior Wheel is very structured. The wheel is divided into three segments, research, service learning, and internship. Each part is designed to give the seniors an experience they can draw upon for the capstone</p> <p>Senior Exhibition Sample Slides</p> <p>Rubric</p> <p>(SCIENCE): the standard science sequence for all scholars is Biology→Chemistry→ Physics→ AP (choice), which exceeds not only graduation requirements but also the eligibility requirements for UC/CSU schools. Rather than emphasize specific content knowledge, science teachers focus on NGSS “science and engineering practices,” designed to assure career readiness in rapidly changing STEM (Science, Technology, Engineering, and Mathematics) fields. Science provides enrichment experiences in STEM, including field trips, Science Olympiad, Robotics, and Sea Perch</p> <p>(EXERCISE HEALTH SCIENCE): Refer to EHS Syllabi Grades 6-high school. high school classes engage in activities that prepare them for college life, such as food and physical activity journals, visiting college fitness and recreational centers, and being physically active outside of a teacher-led PE class.</p>
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<p>Social Studies: The Social Studies Department implements numerous opportunities within each course for scholars to apply their standards-based skills to tasks that will prepare for college, careers, and civic life. In October 2021, legislation made Ethnic Studies a graduation requirement in California. While this law will not be a requirement until the Class of 2030, all scholars already meet this requirement after taking the course in ninth grade.</p> <p>Addition of AP African American Studies Pilot</p> <p>Visual and Performing Arts: scholars must take a one-year course in fine arts, drama, and music to fulfill the graduation requirements.</p> <p>Learning Services: When scholars begin their transition plans within their IEPs (must start by age 16), a review of their credits, classes completed, classes attempted, and classes they will take during their IEP. It is also discussed whether the scholar is on a diploma or certificate of completion route. Appropriate transition goals are made to accompany scholar needs.</p> <p>University Prep–high school curriculum for UP focus on college readiness and career readiness</p>	<p> Williston's EHS 6th and 7th Grade Syllabus ...</p> <p> Brazelton Personal Fitness Syllabus 2022-2...</p> <p>(SOCIAL STUDIES): Junior Model United Nations (JMUN), AP courses in grades 10-12</p> <p>(VISUAL AND PERFORMING ARTS): courses in music, drama, and fine arts, including AP music theory, AP art history, and AP studio art courses. scholars have the opportunity to participate in the faculty and scholars panel at SDSU to familiarize them with the opportunities and challenges of college life.</p> <p>(LEARNING SERVICES): scholar IEP goals <i>IEP samples can be accessed in the Learning Services Center.</i></p> <p>(CAREER READINESS) Mock Interviews Docs and Photos Career Presentations, Assemblies and Enrichment Photos Senior Internship Handbook</p>
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	<p>Summer Programs Photos (Highlighting Some Specific Industry Partnerships: General Atomics, Sanford Burnham, La Jolla Institute of Immunology)</p> <p>College Visit Photos (UCSD, SDSU, UC Riverside, UC Irvine, USD, Claremont Colleges)</p> <p>Field Trips to CSU College Night and Cal-SOAP College Fair</p> <p>Junior Achievement Finance Park (Financial Literacy)</p> <p>Addition of the College and Career Workforce Coordinator position</p>
<p>B1.3. Congruence with scholar Learner Outcomes and Standards</p> <p>There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.</p> <p>Library Model Standards</p>	<p>Senior Exhibition</p> <p>Rubric</p> <p>College Essay Support (Advisory Curriculum)</p> <p>Example College/Career Presentations from College Coordinator</p> <p>School Profile</p> <p>FAFSA Workshops</p> <p>College Kick-Off Meetings Sample PPT</p> <p>Aligned textbooks, e-textbooks, software licenses</p> <p>All teachers provide Course syllabi to the administration at the beginning of year</p> <p>AP and UC submissions (for new courses)</p> <p>screenshot of write up</p> <p>Verification of standards-based lessons through observation (agenda on board)</p> <p>Performance tasks Precalculus Challenger; Precalculus Bicycle)t, IM3 My Data statistics project) scholar work and/or assignment sheet from teacher</p> <p>Final exams/unit exams</p> <p>SMARTER BALANCE ASSESSMENT SYSTEM results</p>

	<p>EHS lessons follow individual unit plans and the overall Yearly Plan to address all standards. See syllabi for Grades 6-high school.</p> <ul style="list-style-type: none">  Williston's EHS 6th and 7th Grade Syllabus ...  EHS Yearly Plan for 6-10th Grades 2022-23  First 6 Weeks Coops and HR Fitness Unit Pl... <ul style="list-style-type: none">  Brazelton Personal Fitness Syllabus 2022-2... <p>(Library)Teach research skills, i.e., 7th-grade science, 8th-grade English, 9th JMUN</p> <p>LPL Financial partnership</p> <p>Reflection assignments about how to improve writing, content knowledge, etc. (English, APES) SAMPLE:  Reflection on AP Preparation</p> <p>Breaking down complex prompts/tasks, doing deeper analysis (AP courses)</p> <p><u>Preuss University Preparatory Advisory</u> Thinking about college/the future begins in middle school and expands in high school, with teacher guidance through the whole process of applying to college (Advisory) Brainstorming possible careers, freedom to explore areas of interest: Career exploration PPT with CaliforniaColleges.edu – Piloting in 22-23; Full Adoption in 23-24 Mock Interviews Docs and Photos Career Exploration for 10th graders Photos Senior Internship Handbook</p> <p>Middle School Wheel classes on Leadership, Public Speaking, Health</p>
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	<p><i>Need for more courses on mental health, stress management. Some teacher training on mental health support</i></p> <p>TsuNAMI Club, Finance Club, Fashion Club, Robotics, Speech and Debate, MUN, etc.</p>
<p>B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.</p> <p>EHS lessons incorporate content from other subject areas (English, Math, Social Studies, Health, and Science)</p> <p>Social Studies: All Social Studies courses, especially AP African American Studies, which is</p>	<p>The EHS department integrates math, reading, and writing into lessons. Scholars set fitness goals using SMART (Specific, Measurable, Achievable, Realistic, and anchored within a Time Frame) goal-setting techniques, use math to calculate percentages, take heart rates daily, write physical activity journals, research careers within the discipline, create their own games, create routines and workouts, and provide written feedback on lessons.</p> <p>Research skills taught across grades and disciplines</p> <ul style="list-style-type: none">  Calculating Target Heart Rate Zone  Healy PSA Poster Assignment  Careers in Exercise and Health Sciences Re...  History of Sport Assignment  If I were the EHS Teacher  My Semester 1 Physical Activity Goal  Create Your Own Game  CYO Games Pres  Create a Jump Rope Routine  Create Your Own Yoga Routine  Create a Ball-handling Routine Part 1 <p>CYO Workout Example</p> <ul style="list-style-type: none">  Google Classroom - In-Class Nutrition Quiz... <p>Social Studies: curriculum integrates literacy standards and technological resources such as online map builders, bibliography sources, and</p>

<p>interdisciplinary, are taught such that scholars learn content through history, literature, poetry, music, and art while developing literacy and writing skills. scholars use online tools and programs to present their knowledge.</p> <p>Science: our core science classes are aligned with (and integrate coursework related to) career technical disciplines and with community partners to provide opportunities to build career readiness</p> <p>Math: Math lessons incorporate content from other subject areas (Physics in Calculus; EHS in Precalculus); use of Measure app in Precalculus</p> <p>VAPA: There is integration and alignment among other disciplines: English, Science, research, and technology.</p>	<p>online presentation platforms. DBQ (Document-Based Questions) writing practice and skill building. Use Canva and Google Slides for projects.</p> <ul style="list-style-type: none">  NoodleTools_for_Students_citing.ppt  Personal Finance Project AP GOV (2).pdf  Sample AP African American Studies Project <p>Sample student work using Canva to make Public Service Announcements about Ivory Trade</p> <p>Science: performance tasks and curriculum related to data analysis and engineering problem-solving methods are incorporated in science classes by adopting the CA Framework and NGSS standards. Preuss engineering faculty attend and advise Science teachers at departmental meetings</p> <p>Math: Diet assignment; Calculus problem sets (velocity/projectile motion); Measuring the Immeasurable assignment, CM1 Timeline Project, CM1 Calorie Burning Task, CM1 Unit Conversions</p> <p>Aligned pre-calc, and Physics content across subjects for simultaneous instruction on shared concepts.</p> <p>VAPA: Festival of the arts integrated arts, music, drama, dance, performance, and multicultural dances. Music and movie projects and music and medicine projects integrated English, arts, and science. Students competed at SDSU Hackathon 2022, which integrated music, science, and research. Drama students write the original scripts, and art students draw the performances of the music students integrated into English, music, and arts.</p> <p>VAPA: scholars complete projects that integrate and align with other disciplines such as English, science, and technology: “garbage concert ‘ with recycled material with the orchestra, compare and contrast essays between two composers, a compare and contrast essay between two movies, careers in music project, and a music and medicine project,</p>
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<p>English: Cross curricular: choice assignments, problem-solving, critical thinking</p>	<p>writing original script and music for moon festival, Shakespeare festival and jazz June. Art scholars create art pieces and design program sets for the performances.</p> <p><i>A scholar from science class helps design an app on the smartphone to play original sleep music composed by scholars from the music composition for hospital patients.</i></p> <p>ENGLISH: Shakespeare Festival, alignment of AP African American Studies to Advanced English 10 Autobiography of Malcolm X Unit; Frankenstein alignment with past AP European History with a focus on the Romantic Period; alignment between 8th-grade history and Advanced English 8 to teach economic and social perspectives surrounding slavery. 6th-grade collaboration between Literacy Enrichment and Social Studies to prepare for Socratic Seminar.</p> <p>Senior Research and the research paper addresses all pillars of academic writing that prepare our students for college-level writing: inquiry, research, synthesis, critical thinking, developing and defending claims, structuring, drafting, revising, reflection, and publishing.</p>
<p>B1.5. Community Resources and Articulation and Follow-up Studies:</p> <p>The school engages with community partners and resources and regularly articulates with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.</p>	<p>Partnership with San Diego Public Library for resources and involvement in community events</p> <p>FAFSA Workshops Featuring UCSD Financial Aid Officers and Immigration Attorney to assist with completion of FAFSA and California Dream Act Application. UCSD Admissions and Chancellor's Associates Scholarship Program (CASP) present to all interested seniors</p>

B2. Equity and Access to Curriculum Criterion

All scholars have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All scholars are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all scholars.

B2.2. Accessibility of All scholars to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all scholars through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s scholars.

B2.3. scholar-Parent-Staff Collaboration: Parents, scholars, and staff collaborate in developing and monitoring a scholar’s personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B2.1 Variety & Range: Our core curriculum is college preparatory, designed to ensure eligibility to the UC/CSU systems through the completion of required A-G courses by ALL scholars.</p> <p>EHS: scholars can take high school PE as a graduation requirement or high school Athletics. They need only take 2 years instead of 4. However, they have the choice to continue to participate in athletics or PE for all 4 years.</p> <p>Math: All scholars must take a math class every year. The choices have been updated to replace AP Statistics with Data Science. As seniors, scholars can choose between Calculus and Data Science. scholars who excel</p>	<p>Science: scholars have options for AP courses based on personal goals (AP Biology, AP Environmental Science, AP Chemistry) There are options for enrichment available based on personal interest (Astronomy, Marine Science, etc.) There are elective options for engineering & computer science and a club option for robotics.</p> <p>EHS: Our curriculum articulates from 6th-10th grade providing a wide range of activities and units throughout the years. Each year the units build upon those from the years before. EHS Career assignment.</p> <p>UP Curriculum—college prep and exploration, e.g., middle school grades have college exploration projects</p> <p>Counselor’s meetings high school 1:1 counseling (counselor, College/Career Advisor)</p> <p>Visits by College admissions counselors</p>

<p>beyond these courses can take classes at UC San Diego.</p> <p>English: Yearbook and Journalism courses offered during the school day.</p> <p>Social Studies: scholars take social studies courses all four years. All scholars take AP courses in grades 10-12. Piloting African American Studies.</p> <p>VAPA curriculum includes connections to artists and musicians. All scholars have opportunities to select VAPA courses and clubs.</p>	<p>Course selection booklet</p> <p>Detracked program means that all scholars take rigorous courses and are pushed to a high level of study</p> <p>Credit recovery program was APEX and now Edgenuity.</p> <p>Changed AP Statistics to Data Science</p> <p>Scholars begin taking a-g courses in 8th grade (Spanish and Integrated Math 1)</p> <p>VAPA: scholars have the choice to select various VAPA courses in arts, drama, and music. There are VAPA clubs (Tri-M Music Honor Society, Music Composition Club, Afterschool Rock Band, Art Club, Drama Club, and Fashion Club.)</p>
<p>B2.2 Accessibility: A rigorous, relevant, and coherent curriculum with real-world applications is accessible to all scholars through all courses/programs. Course enrollment patterns reflect the diversity of the school’s scholars.</p> <p>Science: all scholars have equal access to the school’s science program, and there are no course prerequisites.</p>	<p>Our scholar handbook directs scholars to the course description booklet (course descriptions describe the requirements and options for elective courses).</p> <p>Science: core science classes are based on a single track. All scholars are placed in the same rigorous classes and have access to AP science courses in their senior year. scholars have opportunities to research real-world problems (environmental issues, city planning, etc.) and learn content using real-world examples.</p> <p>English: AP Eng Lang & Composition uses real-world non-fiction texts, such as speeches, historical documents, essays, etc., to analyze and facilitate discussions on issues regarding politics, education, the environment, science, and economics.</p> <p>Senior Wheel is divided into three segments, research, service learning, and internship. Each part is designed to give the seniors an experience they can</p>

<p>Social Studies: High school courses such as Ethnic Studies and AP African American Studies reflect our diverse scholar population.</p>	<p>draw upon for the capstone Senior Exhibition.</p> <p>Social Studies: All scholars take AP courses in grade 10 (AP African American Studies), grade 11 (AP US History), and grade 12 (AP US Government & Politics). All 9th-grade scholars take Ethnic Studies.</p> <p>Math - Performance tasks (diet assignment, Challenger assignment, Dengue fever, As the Wheel Turns, etc.), Real-World Application: CM1 Sugar Packets, CM1 Dinner Party, CM1 Integer Vocab, CM1 The Better Buy, CM1 Shopping Spree!</p> <p>World Language: scholars have the option to take advanced AP Spanish courses, and Mandarin</p> <p>Real world experiences are facilitated via senior-year internships at various off-campus locations during the senior wheel course</p> <p>Electives: scholars have options for elective tracks based on personal goals (Art, Music, VAPA, Engineering, etc.)</p> <p>VAPA: scholars have options for AP courses based on personal goals (AP Music Theory, AP Studio Arts, AP Art History.) Ask Tamima for specific ex</p> <p>Schoolwide: An MTSS (Multi-Tiered System of Supports) program is being implemented to work with all scholars and provide interventions for those scholars who exhibit concerns with learning and/or behavior.</p> <p>Learning Services (Learning Services): Four education specialists and four instructional aides support scholars with special needs.</p> <p>There is a combination of the Learning Services staff pushing into or pulling scholars out of the general education environment. The ultimate goal is to have the scholars in the least restrictive environment in accordance with the scholar’s unique learning needs. Writers Workshop classes are provided to scholars with IEPs by grade level. This allows for a grade-specific, rigorous curriculum. Staff development around collaboration between general education and Learning Services staff to discuss scholar needs at the beginning of the school year.</p>
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	<p>Scholars with IEPs are offered the choice of taking non-AP classes when indicated by the IEP. Scholars with IEPs are consistently monitored and provided ongoing interventions. The detracked program allows all scholars to be a-g eligible.</p> <p>Junior Model United Nations (9th grade) has scholars develop and practice public speaking skills.</p> <p>Advisory classes incorporate mock interviews (11th grade)</p> <p>-ASB (Associated Student Body) scholars organized and put on Identity Day and Serenity Day and presented their work at the CADA conference(California Association Directors of Activities).</p> <p>Art scholars create murals at UCSD</p> <p>Joint projects between AP Environmental Science class and middle school science classes</p> <p>Need more collaboration between middle and high school</p>
<p>B2.3 scholar-Parent Staff Collaboration: Parents, scholars, and staff collaborate in developing and monitoring a scholar’s personal learning plan, including college and career and/or other educational goals.</p>	<p>In advisory (U.P.), scholars use Naviance to track their academic progress/eligibility and explore colleges and financial aid options.</p> <p>U.P. Days to communicate with parents and perform observations to share with parents.</p> <p>Music scholars perform for the December and June PTA meetings.</p> <p>Parents are invited to the performances from the music scholars, the drama scholars, and the exhibition of art scholars (fall festival, winter concert, the festival of the arts, Shakespeare festival, spring concert, Jazz June.)</p> <p>Learning Services: Parents collaborate with the education specialists throughout the IEP process to</p>

	<p>have parent needs and concerns addressed. Progress of goals within the IEPs are sent home every semester and at the IEP meetings.</p> <p>ParentSquare to communicate with parents and intervention meetings with parents for scholars who may be struggling.</p>
<p>B2.4 Post-High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other post-secondary options and regularly evaluates their effectiveness.</p>	<p>Preuss facilitates applications to the CSU and UC systems through guided application days and financial aid application sessions. All scholars are guided to apply to EOP.</p> <p>Music scholars participate in the San Diego Youth Symphony College Fair, the San Diego State University High School Choral Festival, and master classes to connect with the music schools and music faculties.</p> <p>Learning Services (Learning Services): For senior scholars with IEPs, transition meetings take place 60 days before their graduation date. Scholars and parents are provided with the proper documentation and information to transition to the scholar’s next educational institution.</p> <p>Learning Services: scholars have transition plans written into their IEP. Transition planning begins with the first IEP held after the scholar reaches age 16 or earlier if appropriate for the scholar.</p> <p>Learning Services: scholars with IEPs are contacted within a year of graduating. Scholars are interviewed about their post-transition standing. This is documented in SEIS and reported to CALPADs.</p> <p>EHS: scholars are taught lessons on how to build and maintain fitness and physical activity on their own. We empower scholars by teaching them what to look for in a gym, how to join a sports club, what to do to motivate themselves, keeping an activity journal, set goals, find what they enjoy, etc., all to transition them to life without a PE class.</p> <p>All scholars are required to apply to EOP (Educational Opportunity Program) on their CSU application</p>

	<p>Tutors help with UC prompts</p> <p>Calculus College Syllabus assignment</p> <p>College visits (live visits, rep visits) Required scholarship applications in Advisory Community college application and visit Financial literacy lessons in Advisory Advisory presentations (alumni, Road to College by teachers) Required Research project (mimics research papers in college) Juniors fill in CSU/UC applications in preparation for senior year</p>
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. A rigorous, detracked curriculum includes AP and other Advanced courses and is accessible to all students (B1.2? B1.3?)
2. Teachers attend professional development to ensure their curriculum is based on current educational research. (B1.1)
3. Teachers continuously review the scope and sequence of courses to ensure their curriculum is aligned with relevant frameworks (AP, Common Core, NGSS, CTE, SHAPE, etc.). (B1.1)
4. The default course sequence for each department exceeds California graduation requirements and includes options for enrichment based on interest. (B1.2)
5. Teachers in EH&S, Electives, Science, Social Studies, and World Languages support English & Mathematics teachers by integrating Literacy & Mathematics content into their curriculum, improving integration and alignment between disciplines. (B1.4)

Areas of Growth

1. Increased cross-curricular links/projects between subject areas
2. Increased career-related skills incorporated into subject areas
3. Remediating learning loss due to remote learning
4. Increased time management and social-emotional support, and curriculum
5. Revisit and/or revise the Scope and Sequence in each department to improve uniformity
6. Build a culture of reading for leisure and academics
7. More positive, celebratory, and fun/special interest topics

Chapter III: Self-Study Findings

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.


Indicators



C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C.1.2. Scholars understand learning expectations by engaging in our continuum of courses from 6th through 12th grade. These courses are designed to ensure scholars meet the UC a-g requirements for admission. All scholars are enrolled in a rigorous curriculum that ensures scholars meet or exceed the requirements for college admission.</p> <p>Scholars who are English Language Learners or IEPs are included in the same rigorous courses and receive additional support through Literacy Enrichment Classes, Math Enrichment classes, and after-school and Saturday tutoring.</p> <p>C1.1: These criteria are met through the Visual and Performing Arts Standards (VAPA)</p>	<p>Need Scholar survey (Future). Syllabi from all classes showing rigorous expectations A-G checklist reviewed by counselors and Advisory teachers</p> <p>Attendance sheets/data collection for SEA (Saturday Enrichment Academy) & certification in after-school tutoring Scholars completed formal assessments with appropriate scaffolds and support from Instructional Aids (data from Aids)</p> <p>For drama, scholars are engaged in college-level discussions of visual arts and demonstrate literacy standards through analysis, synthesis of ideas, reading comprehension, and high scores on writing. Scholars analyze and write screenplays (ELA) and produce challenging, high-quality video content.</p> <p>As part of the Senior Wheel Career Pathway, we are forming a Film Internship at Preuss.</p>

<p>C.1.1 All Scholars are involved in challenging and relevant work as evidenced by observations of scholars working and the examination of scholar work. Evidence of scholar achievement in their academic classes can be observed informally in the classroom and through more formal observation during the Senior Exhibition and Spring Learning Showcase, both of which are held in June and showcase scholar achievement toward our Graduate Profile in core subject areas. The scholars are expected to present their understanding of ICLEAR visually and verbally to an authentic audience that includes teachers, parents, and community members.</p>	<p>Scholars will take the lessons learned through Drama, Art, and Music courses and apply them in real-life vocational training. Post-graduation, interns will be offered the opportunity to work on a professional movie set under Drama/Film Instructor’s guidance.</p> <p>Notes from observations showing changes based on the teacher’s informal observations of scholar behavior and work.</p> <p> Evidence of student metacognition</p> <p>Senior Exhibition Checklist/Rubric used to ensure ICLEAR standards are met in showcased projects</p>
<p>C.1.2 Beginning in the 10th grade. All scholars are enrolled in at least one Advanced Placement class. Throughout high school, scholars are enrolled in various AP classes as the norm, meaning no options exist other than the Advanced Placement class.</p>	<p>Counselors’ rosters, scholars’ schedules. AP European History, AP African Studies, AP US History, AP US Government, AP English Language, AP English Literature, and AP Spanish Language. These courses are required of all Preuss scholars. In addition, scholars have the option of enrolling in AP Art History, AP Studio Art, AP Music Theory, AP Biology, AP Chemistry, and AP Environmental Science. All AP courses are taught by qualified AP instructors who have approved course syllabi from the College Board to ensure that AP standards are met.</p>
<p>C1.2: This criterion is met through VAPA</p>	<p>In drama, scholars are engaged in a college-level discussion of visual arts, and scholars demonstrate literacy standards through analysis, synthesis of ideas, reading comprehension, and high scores on writing. Scholars analyze and write screenplays (ELA) and produce challenging, high-quality video content (VAPA).</p>

	<p>For drama, scholars demonstrate through warmup writings and reflections which prompt them to demonstrate their comprehension of the standards (and meaning) of specific assignments</p>
<p>C.1.1 Scholars receive additional support through various means, including Saturday Enrichment Academy, after-school tutoring, and Edgenuity online courses.</p>	<p>SEA (Saturday Enrichment Academy) calendar</p>
<p>C.1.2 Scholars are aware of learning expectations through each department as each course is aligned with California State Standards where applicable, and all instruction is aligned with Common Core State Standards in English Language Arts and Math. These standards are explicitly presented to scholars in various ways throughout the course.</p>	<p>Learning objectives for daily lessons and project-based learning</p> <p>Rubrics, syllabi, and scope & sequence for grade levels and subjects. Examples: English, Math, History,</p> <p>Math Scope, and Sequence</p> <p> Social Studies Writing and Analysis Goals</p> <p>Sample from English:</p> <p> ELA Argumentative Writing Scope and S...</p> <p>Samples from Science:</p> <p>Middle School Science</p> <p>Biology</p> <p>Physics</p>
<p>Standardized diagnostic Math & ELA testing (CAASPP, Fastbridge, Diagnostic test)</p>	<p>Scholars see testing results year-to-year and progress within the year (2-3 Fastbridge scores per subject per year). Scholars' scores on Aeries for families to see. Scholars also are given national percentiles to measure grade-level track.</p>
<p>C1.1 and C1.2 The Preuss School UCSD Graduate Profile are integrated throughout each academic and university prep class.</p>	<p>Spring Learning Showcase, Senior Wheel, and Senior Exhibition</p>

C2. Student-Centered Instruction through a Variety of Strategies and Resources

Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage scholars and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.


C2.2. Creative and Critical Thinking: All scholars demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All scholars demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All scholars have access to and are engaged in career preparation activities. Add Jack Kent info - Arana

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1 - Many professional development sessions are dedicated to effectively using technology in the classroom for teachers and scholars. Staff members, including Educational Technology & Learning System Specialist, School System Administrator, and Edtech Coordinator, assisted teachers in teaching online and in-person daily and implementing long-term technology programs and strategies to facilitate learning.</p> <p>C2.1 - Inquiry, claim testing, using iclear, project-based, Teachers use ICLEAR (inquiry, collaboration, linking, evidence, application, research) as guiding practices for scholars to utilize across disciplines, education levels, and beyond. These practices promote critical thinking skills, self-evaluation, and scholars-centered learning.</p> <p>C2.1 - Teachers collect data on scholar skills to differentiate the curriculum effectively. Teachers provide scholars with choices in assignments and project topics, utilize Google Classroom to modify assignments for different scholars, and use Google forms to get information about scholars' interests and socioeconomic backgrounds to adapt the curriculum appropriately. Additionally, teachers use</p>	<ul style="list-style-type: none"> ● Listed relevant staff ● Preuss Ed Tech PD plan ● Mental Health PD sessions ● Gather evidence from departments (for ex: last year's 8th-grade exhibition - MS scholars demonstrating ICLEAR used throughout the year, senior wheel focus on all 5 in the senior exhibition) ● Senior Exhibition Rubric, Reflecting ICLEAR ● Literacy/math enrichment/writer's workshop (support classes) ● Small group pull-out classes or push-in aides to support scholars with IEPs ● Attach teacher's feedback form for scholars with IEP. ● Attach individual daily objectives,

<p>planning sheets/checklists to track the goals of scholars with IEPs.</p> <ul style="list-style-type: none"> ● Attends roundtable, IEP, and other meetings to gather information about scholars ● Scholar surveys about the best ways they learn used in determining specific instruction ● Single lessons adjusted for scholars with IEPs, ELLs, and other special needs- for example, map skills in 8th grade- sectioned off instead of full maps, 6th-grade lexile levels decreased for some articles, use of alternative notes, etc.) 	<p>rubrics, and standards-based project examples, in addition to syllabi (Scope and sequence)</p> <ul style="list-style-type: none"> ● 8th grade Lit Enrichment adjusted lesson ● 6th grade Lit Enrichment Final GenEd/6th grade Lit Enrichment modified ●  6th grade language arts sample ...
<p>C2.2- Teachers and scholars collaborated and learned with and from Us Vs. Hate is a program associated with UC San Diego. This program provided creative and critical thinking lesson plans throughout the year (based on Mica Pollack's research at UCSD). The plans were wide in scope to include many social justice topics.</p> <p>C2.2- ELA 8 teachers and scholars participate in a residency to work with a Teaching Artist and local actors from the Playwrights Project program. Scholars craft original 3 scene plays, and ongoing assignments are thematically linked to the curriculum and adapted for scholars with IEPs and with varying levels of English proficiency.</p> <p>C2.2- Educational field trips such as the Discovery Learning Center, San Diego Zoo, Scripps Institute of Oceanography, Birch Aquarium at SIO, etc.</p> <p>6th-grade camp: all 6th-grade scholars complete a week of on and off-campus career and college preparation activities.</p>	<p>Scholars submit plays from Playwright's Project to the statewide California Young Playwrights Contest</p> <p>Description and roster for AP Biology Field Trip to Discovery Learning Center (March 2023), rosters for 6th-grade science San Diego Zoo and Birch Aquarium field trips (October 2022, November 2022)</p> <p>College Visits (Photos of USD, SDSU, and Riverside; Not Included, UC Irvine, Claremont Colleges, UCSD, CSU San Marcos)</p> <p>Scholars participated in a Social Justice-themed week of 6th-grade camp activities (evidence in Mr. Meka's room; banner and accordion collage)</p>

<p>C2.3-World Language classes have scholars apply what they have learned through lessons dealing with speaking, writing, listening, and reading. Scholars can take what they have learned and apply it the very same day.</p> <p>The world languages department emphasizes the development and usage of foreign languages in academic contexts, including immersion in cultural activities</p> <p>Scholars tutor in various classes as part of their scholar service learning experience during their senior year. By doing this, they reapply the concepts learned in their core classes at Preuss.</p> <p>Internships</p> <p>Using ELA skills for college essays, scholarship applications, etc, and often working on those essays/applications in English and/or Advisory classes</p>	<p>Classroom dialogues, Dia de los Muertos altars (Walton Center), essays, KBAR diaries, audio recordings,</p> <p>Attach log of high school seniors who complete internship course, detailing service and leadership experience they partook in</p> <p>Senior Internship Handbook Sample Internship Placement Schedule Senior Exhibition Sample</p> <p>Jack Kent Cooke Foundation Young Scholars Program finalists and winners (high performing 7th graders apply to receive financial support, advising and participate in summer program</p>
<p>C2.4-</p> <p>University Prep Scholars obtain professional and networking skill sets through service hours requirement Trained with Teaching Tolerance and use Social Justice Standards in many lessons to ensure scholars are empowered to use their cultural background to help enhance the classroom learning environment and not feel stereotyped by it Plan culturally responsive lessons including Zinn Project “The Constitution, whose more perfect union?” Survey of scholars to determine how/if they would like to see their culture represented during the school year-allowing time for scholar-led presentations on their home culture</p> <p>Us Vs. Hate lessons throughout the year (based on Mica</p>	<p>UP Scope & Sequence Senior Exhibition Rubric</p> <p>Rep Visits to Preuss College Visits (Photos of USD, SDSU, and Riverside; Not Included, UC Irvine, Claremont Colleges, UCSD, CSU San Marcos)</p> <p>Advisor logs tracking service hours completion/progress and organizations through which scholars serve</p> <p>Trolley training</p>

<p>Pollack's research at UCSD)- three of my scholars won the US vs. Hate contests, and their graphic design work will be featured on the Teaching Tolerance website as well as be distributed to schools around the US</p> <p>Every lesson begins with Objectives and goals for the lesson shared on the projected agenda- verbally address goals before scholars begin working- scholars revisit these goals at the end of each week</p> <p>Scholars understand measured objectives through discussion of rubrics for single lessons- self-grading strategies used for individual lessons and a reflection to help them understand the grading process- Google Classroom Rubric Creator helps me provide timely feedback</p> <p>Transition plans for scholars with IEP who are 16 years, or older. Focusing on their interests and plans for the future. Including community experiences, development of employment, and other post-school adult living skills. Backward Planning Design to organize and prioritize units, scaffolding, and gradual release of responsibilities for the year</p> <p>Mock Interview</p>	<p>Ongoing transitional assessment for scholars with IEP and updated transition plan. (Sample available on request in the Learning Center)</p> <p>Attach meeting notes verifying attendees and comments made.</p> <p>Mock Interviews Docs and Photos</p>
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Preuss possesses a de-tracked curriculum, ensuring that all scholars meet or exceed the A-G requirements for the UC/CSU system.
2. All scholars are enrolled in an average of 7 AP courses during their high school years at Preuss.
3. Curriculum prepares all scholars to compete with the nation's top scholars for admission to and graduation from America's top colleges and universities.
4. Looping advisory classes in grades 6-12 provide necessary mediations to support scholars who are lower-income, first-generation college-bound so that they have the necessary tools to assess their career interests, select appropriate colleges and universities, and secure necessary financial support to attend and graduate from 4-year colleges and universities they choose to attend.

Areas of Growth

1. To improve the use of available data in all departments to increase scholar achievement, including sub-groups falling below the school average.
2. To develop consistency in how teachers integrate technology in lesson plans during instruction and hands-on learning activities to increase scholar engagement, comprehension, and retention.
3. Remediations and additional support for scholars struggling with gaps in their foundational skills (e.g., reading, writing, calculation, and study skills)
4. Expand the SEL curriculum to address anxiety, depression, mental health, bullying, and emotional regulation.
5. Teach and practice restorative justice in the classroom and at the schoolwide level, and necessary training for faculty and staff.

Chapter III: Self-Study Findings

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>6-Week Progress Reports are school-driven, include both citizenship and academic grades, and are uploaded to Aeries, printed, and signed by parents. They include the student's grade point average and comments on progress. (D1.1)</p> <p>Student Services Dept - New Work in Progress for 22-23 year... 9-11th students complete career + self-discovery assessments on Naviance and CaliforniaColleges.Edu → develop career programming with local university+industry accordingly (D1.5)</p>	<p>6 Week Progress Report</p> <p>Senior Exhibition</p> <p>Rubric</p> <p>College Board + PSAT</p> <p>Career exploration PPT with CaliforniaColleges.edu – Piloting in 22-23; Full Adoption in 23-24</p>

Future Years: All 9th -11th students have 2 individual contacts with College and Workforce Coordinator to support above goal and to generate anecdotal data/trends for developing future college programming (D1.5)

Annual grad checks with 9th-12th grade students to track progress towards HS graduation and UC/CSU eligibility (D1.3) + Advisory teachers review and support students in reviewing their progress over the course of seven years (Progress report reflections, recommendations to SEA, parent meetings)

8th-11th grade students take PSAT 8/9 and PSAT/NMSQT + ideally link College Board to Khan Academy to practice and improve their growth over time (trackable through College Board and listed on Aeries)

Counselors conduct annual needs assessments and accordingly develop student groups (e.g. Grief groups, Friendship groups) (D1.5)

Spring Learning Showcase/Senior Exhibition/8th Grade Celebration - (D1.3) – Student showcase their work/progress over the course of the year and articulate connections with ICLEAR markers; happens through advisory → Senior year students present to community members as well

Data Dive - CAASPP Test Results

Diagnostic Math Placement Test for new students (6th, transfers)

All 6th graders and incoming students are given a short reading and writing diagnostic

Standards-Based Grading in Math

ELPAC Test and Results, Growth, Reclassifications

Screening: Reading and writing screeners for all incoming sixth graders, with follow-up fluency and word reading assessments for students scoring significantly below grade level. Results are used to plan instruction based on students' areas that need growth and a scaffold and differentiate assignments. (D1.5)

Beginning and End of year reading assessment for all students -

All students are given the FastBridge reading and math assessment at the beginning and end of the year to track progress and inform instruction.

Learning Services - reading, writing, and math assessments throughout the year based upon IEP goals to establish a baseline and identify growth (Woodcock-Johnson, WIAT, WJ-R, WRAT, etc.), progress reports sent out to families, samples taken from classes for IEP reporting, teacher feedback for IEPs

World Language- Spanish 1,2,3 benchmarks

Incoming Spanish assessment for all 6th graders & any new student beginning program.

Common assessment in levels 1,2 & 3

Unit base assessment with data review and teacher collaboration

Spanish IV & AP Spanish Lang. - Semester-based assessment

(assessment in communication/language skills)

Interpretative, Presentational -speaking & Presentational writing, Interpersonal modes of communication.

Assessments include formative and summative assessments.

Learning Services - Since building a complete team, we have implemented a weekly meeting to discuss students and identify weaknesses and learning goals to push into classes or meet with students one-on-one. We will continue to build processes to further drill down on IEP goals and reflect changes in IEP as appropriate.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers review assessments and assessment data to evaluate progress and determine next steps.

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>Math Test corrections in MS Math after unit tests Exit Ticket student feedback to guide and adjust future instruction Quizzes as checkpoints in unit understanding Results of 2nd-semester grades and teacher recommendation determines math placement</p> <p>Science Students demonstrate proficiency through quizzes, tests, lab reports, projects, and presentations. Teachers of AP courses use published material and guidelines from the College Board to ensure that students are being assessed on appropriate standards and criteria. Tests and quizzes are typically reviewed shortly after administration/completion; laboratory reports typically receive written feedback; and projects and presentations receive written/verbal feedback based on rubrics and/or other provided guidelines. Beyond assignment-specific feedback, teachers discuss general trends in student performance and progress through the curriculum so that students can reflect on the relationship between their general and topic-specific performance/progress and their goals for college and beyond.</p> <p>Social Studies Frequent quizzes to check for student understanding of content Writing assessments (academic paragraphs, CER responses, and timed writing) to monitor student understanding of content</p>	<p>Math Updated math placement policy recently approved by Board</p> <p>Science The school addresses/supports the assessment strategies described (left) by providing formative educator evaluations, supporting/guiding department discussions, and supporting an advisory structure that itself supports academic performance and integrity.</p> <p>Social Studies Sample Multiple Choice Exam Sample DBQ.pdf</p>

and development of historical thinking skills
 AP teachers model unit assessments after the various components of AP exams (i.e., multiple choice, DBQs, FRQs, LEQs, and SAQs)
 AP teachers use previous exam results to make changes to instruction and lessons
 Project Rubrics provide students with learning expectations and feedback for future improvement
 Feedback on Google Classroom assignment submissions, comments on draft assignments and final submissions

Learning Services

Work with teachers to identify students who need additional instruction
 Build rubrics according to IEP goals
 Conduct annual interim & ongoing initial IEP meetings to identify students and re-establish new goals

English

Opportunities to make corrections to essays based on detailed feedback provided to them.
 Exit tickets to determine if learning objectives were met.
 Writing and vocabulary assessments.
 Rubrics to provide learning expectations and provide feedback for students. AP exam practice with detailed feedback from teachers
 Quizzes on texts that are read with results of quizzes provided in a timely manner and opportunities to retake.
 Beginning and end-of-year reading assessments to determine instructional needs for the following year. Support classes also take it mid-year so teachers can alter instruction as needed.

 [FRQ Sample](#)

 [Sample SAQ](#)

Learning Services

Small group instruction with Learning Specialists in English, History, and Math
 Writing rubrics for students with IEPS
 IEP goals are developed that have students work towards or meet Common Core Standards.
[Link to Rubric](#)
 Annual and ongoing IEP meetings to establish goals/revisit goal progress - students are present and provide feedback on their needs and progress.
 Exit students who no longer need Learning Services based on testing and goal achievement

English

[FastBridge Reading Assessment \(Fall\)](#)
[FastBridge Reading Assessment \(Winter\)](#)

<p>World Languages Teachers assess scholars with formative and summative assessments to survey for scholar comprehension.</p>	<p>World Languages Formative Assessment Examples: IXL Spanish, quizlet, quizziz, and digital workbooks Summative Assessment Examples: Paper quizzes, online quizzes, Integrated performance assessments)</p>
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Areas of Strength

1. Upon admission, all students take a reading/writing and math diagnostic for placement. Students are assessed beginning and end of the year in their Math and Reading skills at the school-wide level.
2. Purposeful use of math assessments to implement tutoring as an intervention.
3. Spanish diagnostic test in 6th grade for accurate placement
4. School Psychologist – rounds of assessments for caseload
5. Small student: adult ratios for math and reading intervention classes and supports

Areas of Growth

1. Use the math and reading data at the school-wide level to better determine areas of strength/growth for students and to better help inform classroom instruction
2. There is a narrow focus on math interventions – to ensure student awareness of skills that must be addressed.
3. Implementing Benchmarks for Spanish 1, 2, and 3.
4. Implement a school-wide writing assessment to track better the writing progress of students from 6th - 12th grade
5. Implement literacy skill-driven vertical alignment within disciplines and use common language within grades to ensure students can translate across content areas.

Chapter III: Self-Study Findings

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Contract with Global Village/African Alliance to provide interpretation and translation services to ensure parents understand materials and discussions about their scholars' education.	Link translated documents 504-Link
PTA involvement	<ul style="list-style-type: none"> ● Monthly PTA executive board and general meetings, ● Parent volunteers for field trips and other in-school events, ● Fundraising to support school activities, ● Teacher and staff appreciation event, ● Parent volunteers to assist with morning trolley commute during the first week of school
Parent workshops/presentations during PTA meetings	<p>Guest speakers present on topics of interest to the parents such as mental health, food resources, safety, substance abuse, health screenings, financial literacy, technology (using Aeries, ParentSquare, etc.)</p> <p>PTA Meeting Slides 2/25/23</p>
Scholar Spotlight during PTA meetings	Teachers and staff showcase scholars' academic achievements and activities in and out of the classroom
Volunteers (student and parent), tutors, mentors, and interns assist with in-class tutoring and one-on-one mentoring, as well as support during field trips	<ul style="list-style-type: none"> ● Mentoring program, ● Tutors and TAs supporting in the classroom, ● Interns that assist with front office tasks such as directing students and visitors to the appropriate areas, filing, contacting families.

Mentorship Program	<ul style="list-style-type: none"> ● Community member matched with scholar ● Available to all scholars ● Provides guidance, advice, and friendship ● Assistance with college and scholarship applications
Re-established the School Site Council (SSC)	<p>Group consists of Staff, teachers, parents, students, and volunteers</p> <p>-SSC Selection process</p> <p>-SSC makeup</p> <p>-SSC Agenda 1/30/23</p>
Offer access to temporary Independent Study Contracts upon request of parent and scholar	Perhaps redacted link to student/parent request for independent study or contracts
Inclusiveness of multidisciplinary stakeholders (psychologist, SPED teacher, gen ed teacher, admin, parent, counselor, OT, PT, instructional assistant, student, etc.) in mandatory assessment and support process	IEP, 3-Year Evaluation, 504 Plans
Campus-wide use of ParentSquare	<ul style="list-style-type: none"> ● Campus notifications, ● Teacher messages, ● Parent involvement opportunities ● Shared with parents in their preferred language. Parents can respond in their preferred language, and that message will be translated for the teacher/staff. ● Weekly recorded messages sent to parents to notify them of upcoming events and important deadlines
Assignment and grade book details available to parents through Aeries, and Google Classroom	Screenshot of site/ app
Senior Wheel internships & community service projects connect the campus to greater community	<p>Senior Exhibition</p> <p>Rubric</p>
EY MAPS Mentorship Program	A quarter of the Class of 2024 meet with mentors from EY monthly for group mentoring.
Partnerships with local community groups such as La Jolla & Golden Triangle Rotary LPL Various UCSD departments & organizations La Jolla Playhouse San Diego Public Library	Presentations & awards

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Campus develops and implements pre-referral interventions in a progressive discipline process that is socially emotionally oriented	Aeries intervention records, behavioral plan documents, incentive systems (ie: kindness, respect, and excellence tickets)
The Preuss Way: TPW is woven into various stakeholder levels on campus from staff/faculty professional development trainings to classroom discussions, and also at the library programming level	Submitted TPW posters , posed TPW materials (in classroom), TPW pd slides
Web Filters during student use of internet Variety of browser monitoring software utilized (Net Control, Securly, Classwize)	Contracts with web filter services, email updates prompted by pertinent services
Google Suite for Education	Google classroom
Student Handbook	Physical copy, contract/money order related to production of handbook
Trolley transportation: School provides/helps students to acquire affordable trolley passes and maintains communication regarding rider experience concerns	Student list of pronto card holders, communications with mts, emails containing mts feedback, mts agenda items from past meetings, documentation of volunteers that helped direct trolley-goers at the start of the year. Proof of any discount that we were able to procure for student recipients of pronto cards (ie, minutes or emails), communications detailing requests we have made of MTS (ie, requests for more security or

	transportation personnel during peak commute hours)
UCSD services	Field maintenance, facility maintenance, COVID testing of wastewater (Return to Learn Dashboard), vaccination clinics on-site
Preuss Nurse Office	COVID-19 Policies/Protocols
Incorporating the use of UCSD volunteers and engagement with community cultural as well as service events.	
Student Clubs led by students and advised by teachers and volunteer community members	Student Club list (Page 6 of Course Description Booklet)
Advisory/ UP program cultivates caring and trust between staff and students	Students and staff testimonials
Restorative Circles led by peer counselors	Presentation to middle school
Campus updated its air conditioning systems, maintains thorough classroom sanitization procedures, abides by governmental masking/social distancing policies in accordance with emerging updates, engages in continuous testing, and vaccination opportunities to support covid-related student need as well as overall campus health. Campus Health Office provides scholars testing kits and regularly communicates testing resources with families, emphasizing a return to campus and community spike-related inflection points, evincing a rigorous system of monitoring public health updates and concerns impacting student experience.	
Identity Day-Led by ASB	Identity Day recap
Serenity Day-Led by ASB	Serenity Day recap
Campus uniform policy with recently expanded options instills an environment conducive to learning, awareness of professional expectations, helps students to foster a burgeoning sense of respect for one another and themselves as well as for what they offer in personal/professional development settings as well as community unity	Student Handbook

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
For each student with special needs, there is a multidisciplinary team established to support their needs; team members minimally convene one time a year to discuss student goals/objectives, and progress on goals to include social, emotional, academic, and vocational status, etc.) - progress is monitored throughout the year	IEP, 3-year review, 504 plan, SST, referral for assessment (Departmental, learning services - samples available on request)
Preuss Peer Counselors (formerly Chelsea's Light Peer Corps)	Preuss Peer 2 Peer Counseling anchor document
High School Advisory Units cultivate instruction, feedback, and awareness regarding summer enrichment opportunities that help students to envision themselves as collegiate learners and capable, confident individuals by seizing opportunities to take classes or engage in research in cohort-based program settings at various the state as well as out of state schools	UP Scope and Sequence
Enrichment courses	Literacy and Math Enrichment at MS and HS level. Additional Literacy Focus pull-out group to work with Literacy Specialist Writers Workshop Classes
College and Workforce Coordinator	Reestablished position hired July 2022
Literacy Specialist	New position established August 2022

School Psychologist	Yazmin Ghonaim
Variety of tutoring opportunities with classroom teachers at lunch & after school	Sign-in sheets
Saturday Enrichment Academy (SEA)	Sign in sheets
Advisory/ UP Program supports student academic, social, and emotional needs	Lessons shared on S drive, SEA recommendations sheet, Advisor attendance at parent meetings California Healthy Kids Survey High / Middle
Senior Wheel establishes high expectations for seniors and prepares them for college and workforce	Senior Exhibition Rubric

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Wrap-around support for all students (Academic, Emotional, Social)
2. Clear, shared Mission and Vision
3. Tutoring Support
4. Interdepartmental and faculty/staff-parent communication
5. Student Clubs
6. Growing Athletics Department with a variety of sports offerings for high school
7. Fostering student awareness of summer programs, volunteer opportunities, and organizations that proactively enhance their likelihood of having a range of collegiate options and supports
8. Nurturing, caring, and supportive staff
9. Provide on-site therapy services

Areas of Growth

1. Non- Academic time to support relationship building
2. A comprehensive transportation plan
3. Updated/ modernized facilities
4. Increased mental health supports to balance the academic rigor and societal stressors
5. Additional support for students onboarded as Preuss Scholars after the 6th-grade year
6. Additional and/or available space/rooms for testing, assessment, and individual or small group support
7. Provide more consistency for our students by minimizing the time it takes to fill positions.
8. Health and wellness center with staff to provide mental health services, other health needs, and social services

Chapter IV: Summary from Analysis of Identified Major Scholar Learner Needs

The Preuss School’s SPSA (School Plan for Scholar Achievement) was created during the 2017 WASC visit. The plan was not revised since the initial visit. Today the Preuss Big Picture shows how several big parts of the organization will interact to create our success (Figure 4.1). The SPSA will be incorporated into our strategic plan, F4ST (Foundation for Scholar Transformation). The F4ST is our working strategic plan that feeds into our LCAP (Local Control Accountability Plan).

Looking more closely at the F4ST, there are three focus areas, building a culture of community and collaboration, high-quality teaching and learning, and creating a school structure that allows for the development of scholar-centered systems (Figure 4.2). The goals generated from Preuss School Self-Study will be added into these focus areas. During our annual review of the F4ST, there could be revisions that change the focus areas. The Preuss School Self-Study data will be a part of that review.

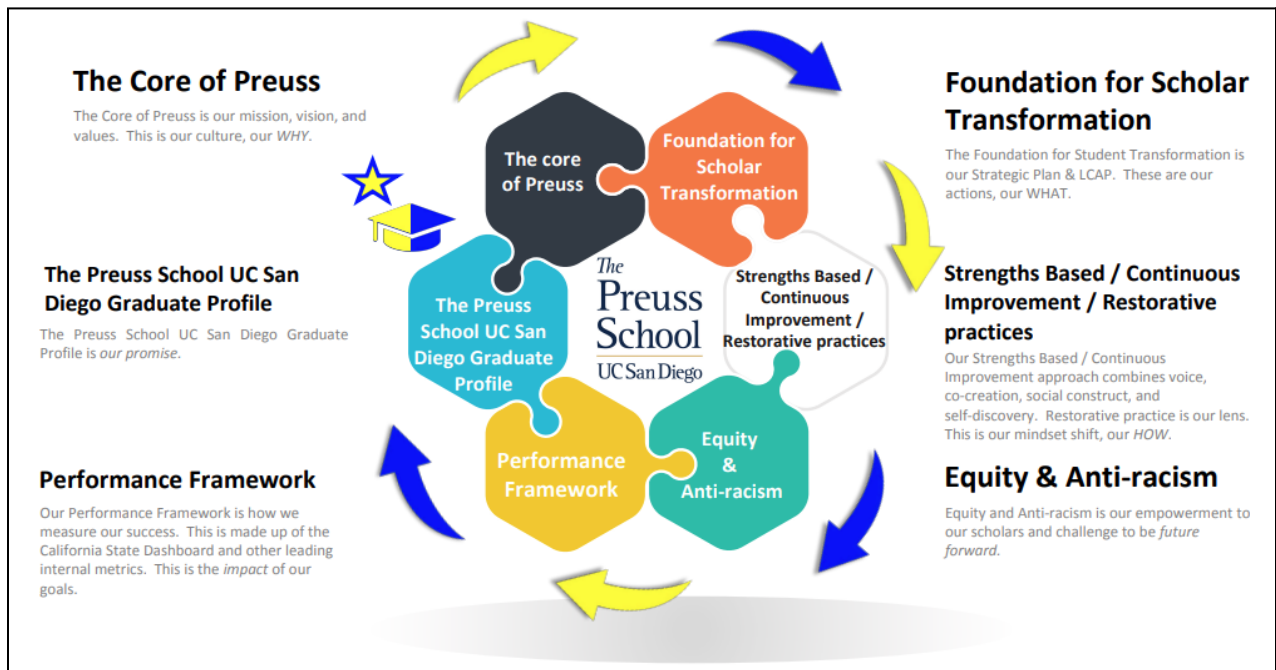


Figure 4.1 (Preuss Big Picture graphic)

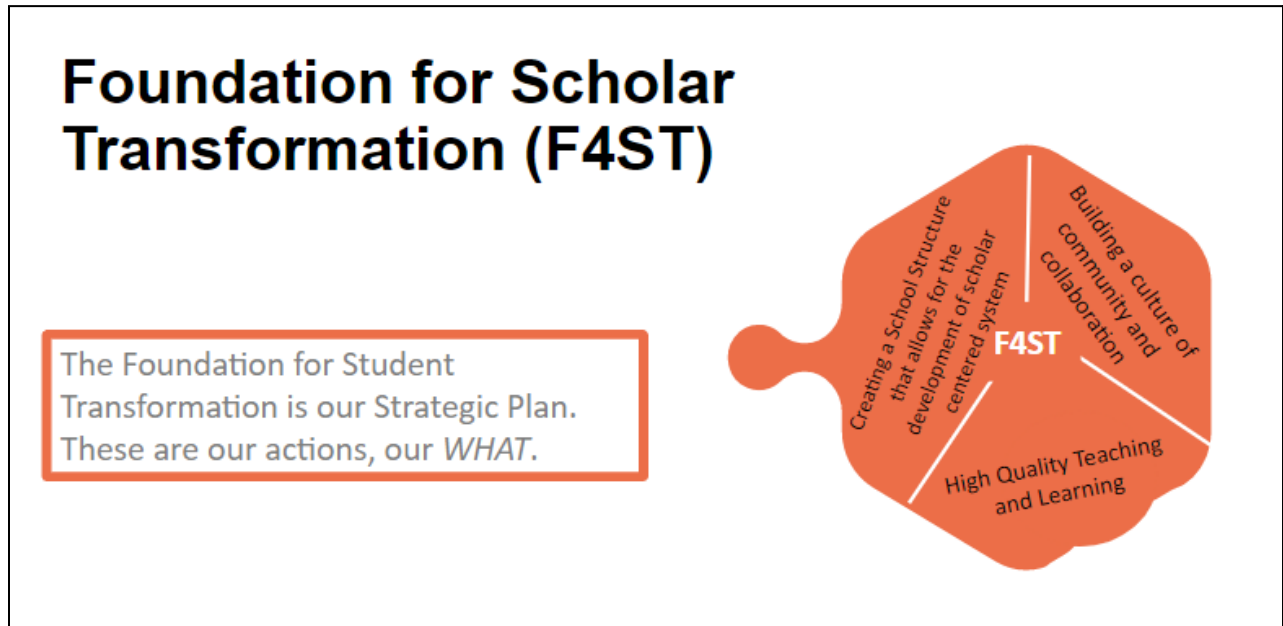


Figure 4.2 (Focus areas of the F4ST)

Like other schools, The PreussSchool UC San Diego experienced a major disruption to the continuity of instruction when it transitioned to and from distance learning. The programs and educational gains made before the school closures, which were ordered in response to the COVID-19 pandemic, were quickly wiped away by the challenges scholars, faculty, and staff faced during distance learning. The pandemic highlighted existing inequities and exacerbated opportunity and learning gaps for scholars.

The challenges implied by the demographic profile of the school continue to be real and palpable and impact our scholars' achievement. The COVID-19 school closure and subsequent restrictions led to unprecedented academic and social learning conditions. While these conditions affect individual scholars in different ways, we know, based on our ongoing work and data, that we need to continue to support each scholar. Some scholars are struggling, and it is important that we have intervention systems in place to help them as early as possible so that they can be successful academically and emotionally. We also know that helping individual scholars to thrive requires resources from our faculty and staff – time, training, and curricular and instructional tools. Finally, we know, as school returns to in-person from distance learning, that our scholars need to feel connected. They need to feel balanced and well, and most importantly, they need to feel safe. We have worked hard to grow in these areas, but we can always improve, and we are excited to try some new strategies this year, along with introducing new staff to support our scholars’ social-emotional well-being.

Based upon a review of scholar achievement outcomes and the schools’ programs, the school team identified the following major scholar learner needs:

Major Scholar Learner Need #1: Increase the school's mental health awareness and provide all scholars with a social-emotional education that increases their likelihood of achieving their goals.

The educational landscape has changed. We have all experienced something that has never occurred in modern civilized human history. The Covid pandemic disrupted all aspects of our lives. The disruption to the education of this generation was at a level that few were poised to handle. Research has shown that the pandemic was especially difficult for families earning what has been classified as low. Preuss scholars are among those that experienced struggles during the pandemic. Many scholars have expressed mental health issues and behavioral concerns upon returning to school. Faculty and staff have noticed changes in how scholars interact with one another, how they behave in class, and thinking about their future.

The Preuss School is fortunate to have resources that can be redirected to mitigate these behaviors' negative impact on our scholars. Three academic counselors break up the scholars by alphabet to provide support. A College and Workforce Coordinator works with faculty and staff to facilitate the college readiness program. A new Family Support Specialist is in place to support scholars and families. Our most impactful support is our University Prep Advisory program. Scholars are assigned an advisory teacher when they enter the sixth grade and remain with the advisor until graduation. In these classes, we can incorporate different lessons to support the social-emotional development of our scholars.

Progress on this Major Scholar Learner Need (MSLN) will be measured using various indicators. A detailed MTSS program would indicate a systemization of support that would show a dedication to this need. Evidence of curriculum used in the University Prep Advisory program that supports social-emotional development would indicate efforts to teach our scholars the needed skills. Regular scholar surveys could provide valuable insight into the mental health of all our scholars.

Major Scholar Learner Need #2: All scholars perform grade-level literacy and numeracy skills.

Scholars who have experienced a loss of in-person education will be in our system until the graduating class of 2035. We must stop referring to the pandemic and equating it to learning loss. The Preuss School has a strong mission statement. The mission statement is why the school was founded. For us to complete the mission for our scholars, they all must perform literacy and numeracy skills at grade level. In the 2023-2024 academic school year, The Preuss School will have a literacy and numeracy specialist in place. This will allow for the coordination of all of our math and English support classes and for every scholar to receive benchmark data that will be used to support their progress toward grade level.

Progress on this MSLN will be measured by indicators created by the literacy and numeracy specialists.

Major Scholar Learner Need #3: Provide modern campus facilities that support the growth and development of all scholars.

In August 2000, Preuss moved to its new campus at the northeast corner of the UCSD campus. The campus has experienced some additions, most recently adding a fabrication laboratory in August 2021. The school upgraded classroom technology the same year by installing smart screens in all classrooms. As Preuss prepares scholars for the second half of the twenty-first century, the need to have modern

facilities serves several purposes. As a school of choice, The Preuss School competes with other schools across the county for scholars. Having a facility as modern as their local school with similar amenities will factor in the scholar's school selection process. Providing our scholars with more programs will also help recruit new scholars. As the school increases program offerings, there is a need for more classroom space and customized spaces. Some locations needing modernization are the fitness center, art room, music room, teacher workroom, ASB Store, ASB room, video production studio, wellness center, and Manchester field.

Chapter V: Schoolwide Action Plan F4ST (Foundation for Scholar Transformation)

Preuss School UC San Diego LCAP Goal Alignment:

The Preuss School UC San Diego is a 6-12 public charter school authorized by the San Diego Unified School District. The Preuss School, therefore, works as a district entity and a school site. The Preuss School has developed a strategic plan, F4ST (Foundation for Scholar Transformation). The F4ST serves as the school's LCAP in operational form. The F4ST provides greater detail adding objectives, projects, and key performance indicators (KPIs).

LCAP Goal 1 / F4ST Focus Area - Building a Culture of Community and Collaboration: 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 to collaborate to ensure our ability to achieve our mission. We will build a Multi-Tiered System of Support (MTSS) for all scholars.

School WASC goal #1: Increase the school's mental health awareness and provide all scholars with a social-emotional education that increases their likelihood of achieving their goals.

The School WASC goal #1 will become an objective under the F4ST Focus Area: Building a Culture of Community and Collaboration. The objective will be assigned an owner (faculty/staff member responsible for updating the objective and projects under it.) The objective will have a budget, local indicator, and reports addressed. All projects will have similar assignments. Reports can be generated within the Cascade software.

Rationale/Learner Needs to be Addressed: There are eight objectives within the Focus Area, Building a Culture of Community and Collaboration. The first step in building a culture is to have a healthy community. Addressing the mental health and social education of our scholars is critical. Adding this objective will allow us to brainstorm projects to help us accomplish this objective and further our progress within this focus area.

LCAP Goal 2 / F4ST Focus Area - High-Quality Teaching and Learning: We will provide high-quality, core curriculum, teaching, learning, and assessment systems to ensure the actualization of The Preuss School UC San Diego graduate profile for every scholar.

School WASC goal #2: All scholars perform grade-level literacy and numeracy skills.

The School WASC goal #2 will become an objective under the F4ST Focus Area: High-Quality Teaching and Learning. The objective will be assigned an owner (faculty/staff member responsible for updating the objective and projects under it.) The objective will have a budget, local indicator, and reports addressed. All projects will have similar assignments. Reports can be generated within the Cascade software.

Rationale/Learner Needs to be Addressed: There are eleven objectives within the Focus Area, High-Quality Teaching and Learning. The objectives are divided among the departments at the school. This objective will have two projects underneath that will be assigned to the literacy and numeracy specialists. Under these projects will be the KPIs that will be decided in collaboration with all departments

during an Instructional Services Team meeting. Adding this objective and projects will allow us to brainstorm KPIs that will help us accomplish this objective and further our progress within this focus area.

LCAP Goal 3 / F4ST Focus Area - Creating a school structure that allows for the development of scholar-centered systems: The Preuss School UC San Diego is structured to provide the daily facility operations, administrative leadership, business services, and the human resources support needed for every student to achieve our vision.

School WASC goal #3: Provide modern campus facilities that support the growth and development of all scholars.

The School WASC goal #3 will become an objective under the F4ST Focus Area: Creating a school structure that allows for the development of scholar-centered systems. The objective will be assigned an owner (faculty/staff member responsible for updating the objective and projects under it.) The objective will have a budget, local indicator, and reports addressed. All projects will have similar assignments. Reports can be generated within the Cascade software.

Rationale/Learner Needs to be Addressed: Within the Focus Area, there are four objectives: Creating a school structure that allows for the development of scholar-centered systems. This objective will have several projects underneath that will be assigned to various faculty and staff members. Adding this objective will allow us to brainstorm projects to help us accomplish this objective and further our progress within this focus area.

Ongoing Follow-Up Process

The F4ST will be going through an update later this spring. The company (Cascade) has added features that will make updating even easier. After updating the software, we will take time in departments to work on our assigned elements. Updating the F4ST will be added to our assessment calendar. During our monthly IST meetings, we will have a standing agenda item where departments will share their progress with their F4ST, ask questions, and get help with the process. Reports from the F4ST will be used to populate the LCAP template.

Self-Study Alignment

Learner Need	SLO-Grad Profile	SPSA -F4ST	LCAP (State)
Increase the school's mental health awareness and provide all scholars with a social-emotional education that increases their likelihood of achieving their goals.	<p>SLO #2: scholars will demonstrate effective communication skills.</p> <p>SLO#3: scholars will make sound choices in diet, exercise, and lifestyle, including behaviors to strengthen mental health to become healthy balanced individuals.</p>	<p>Building a Culture of Community and Collaboration: 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 to ensure our ability to achieve our mission. We</p>	LCAP Goal 1

		will build a Multi-Tiered System of Support (MTSS) for all scholars.	
All scholars perform literacy and numeracy skills at grade level.	SLO #1: scholars will acquire a core of knowledge based on standards to graduate as knowledgeable, critical thinkers.	High-Quality Teaching and Learning: We will provide high-quality, core curriculum, teaching, learning, and assessment systems to ensure the actualization of The Preuss School UC San Diego graduate profile for every scholar.	LCAP Goal 2
Provide modern campus facilities that support the growth and development of all scholars.	<p>SLO #1: scholars will acquire a core of knowledge based on standards to graduate as knowledgeable and critical thinkers.</p> <p>SLO #2: scholars will demonstrate effective communication skills.</p> <p>SLO#3: scholars will make sound choices in diet, exercise, and lifestyle, including behaviors to strengthen mental health to become healthy balanced individuals.</p> <p>SLO#4: scholars will learn to become global citizens through skills of cooperation, collaboration, negotiation, managing interpersonal relationships, and embracing diversity in various settings.</p>	Create a school structure that allows for the development of scholar-centered systems: The Preuss School UC San Diego is structured to provide the daily facility operations, administrative leadership, business services, and the human resources support needed for every student to achieve our vision.	LCAP Goal 3

Appendices:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. Results of student questionnaire/interviews (Spring 2023 Senior Exit)
- C. [Results of parent/community questionnaire/interviews](#)
- D. The most recent California Healthy Kids Survey [High School](#) / [Middle School](#)
- E. [Master schedule](#)
- F. [Approved AP course list](#)
- G. [UC a–g approved course list](#)
- H. [California School Dashboard performance indicators](#)
- I. [School accountability report card \(SARC\)](#)
- J. CBEDS school information form
- K. [Graduation requirements](#)
- L. [Budgetary information, including school budget](#)
- M. [Glossary of terms unique to the school.](#)
- N. **Links to Preuss Documents**
 - a. [Admissions Application, 2023](#)
 - b. [A-G Approved; Course List](#)
 - c. [Course Description Booklet](#)
 - d. [School Calendar Bell Schedule](#)
 - e. [Grade Reporting Calendar](#)
 - f. [Testing Schedule](#)
 - g. [LEA Plan F4ST \(Foundation for Scholar Transformation\)](#)
 - h. [Insight Newsletter](#)
 - i. [The Preuss School Board Members](#)
 - j. [Faculty and Staff, 2022-2023](#)