

THE PREUSS SCHOOL UC SAN DIEGO
SAN DIEGO UNIFIED SCHOOL DISTRICT
PETITION FOR CHARTER RENEWAL
SUBMITTED FEBRUARY 2018



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CHARTER RENEWAL REQUEST FOR THE PREUSS SCHOOL UC San Diego

Effective July 1, 2018

Charter No. 169

University of California, San Diego

San Diego Unified School District

I. ASSURANCES

As the authorized lead petitioner, I, Scott Barton, hereby certify that the information submitted in this petition for renewal of a California public charter school named The Preuss School UC San Diego ("The Charter School"), and located within the boundaries of the San Diego Unified School District (SDUSD) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Regents of the University of California shall be deemed the exclusive public school employer of the employees of The Preuss School UC San Diego for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
3. The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Preuss School UC San Diego receives a greater number of applications than there are spaces for students. To further the School's mission of increasing access to four-year universities for traditionally underserved populations, the School employs the following preferences, which are consistent with Education Code, to determine which applicants will be entered into the lottery. The preferences are that the applicant: (a) be the first in his or her family to graduate from college, (b) demonstrate low income status, and (c) complete the application. Admission is then determined through a public random drawing process and, once all spaces have been filled, other students are placed on a waiting list. To provide college-going access to as many San Diego families as possible, there is no preference for faculty/staff children or sibling preference. Should a student/family opt to leave the school, they are replaced by a student on the waiting list, and thus may not return should their circumstances change. [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of

- the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
 8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
 9. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory courses. [Ref. Education Code Section 47605(l)]
 10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
 11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
 12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. [Ref. Education Code Section 47605(d)(3)]
 13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
 14. The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)(2)]
 15. The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605(a)(1), (4); 47605.1(d)]
 16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
 17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (ESEA), as reauthorized and amended by the Every Student Succeeds Act (ESSA).
 18. The Charter School shall comply with the Public Records Act.
 19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
 20. The Charter School shall comply with the Bagley-Keene Opening Meetings Act.
 21. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Scott Barton, Executive Director
The Preuss School UC San Diego

Date

II. INTRODUCTION

The Preuss School UC San Diego was designed as an intensive college preparatory educational environment for low income students who represent the first generation in their families to graduate from a four-year college or university. Through the application of tutor-assisted teaching, a single-track college preparatory curriculum, small classes, and a number of “scaffolds” (student supports), The Preuss School UC San Diego mission is to create a highly enriched middle and senior high school instructional environment that will prepare graduates to distinguish themselves academically, and thus be competitive for admission to the University of California (“UC” or “University”) and other select institutions of higher learning.

Above all, The Preuss School UC San Diego provides an environment in which students are continually encouraged and empowered to develop a greater sense of confidence and self-worth through self-sufficiency and a sense of pride in their academic accomplishments. The School fosters a culture of high academic performance in an environment that encourages risk-taking. Students are taught the art of questioning as well as logical and critical thinking. The Preuss School UC San Diego experience is deemed successful because it stimulates graduates to enjoy a lifelong intellectual curiosity and dedication to continued learning.

The School also sees as its mission the development of personal character, healthy lifestyles, good judgment, and ethical behavior. It is further recognized that students’ families, community institutions, and the School share responsibility for encouraging young people to develop both as scholars and as citizens.

The Preuss School UC San Diego is envisioned as a “model school” and has developed an enriched educational environment, including effective curricular frameworks, academic and social support systems, innovative methods for fostering and sustaining parental and family involvement, and new practices for teaching students—all of which can be abstracted, modified, and applied in other local educational settings.

Opened in 1998, The Preuss School UC San Diego fostered a new collaboration between the University of California and San Diego Unified School District (“District”) whereby successful new practices are adapted and transferred to UC San Diego partnership schools and other public schools. The UC San Diego experience will also serve other colleges and universities in California and the United States as they, too, develop charter schools.

In summary, The Preuss School UC San Diego has served as a model for:

- Other university- and college-based charter schools around the nation;
- Strategies to develop high academic achievement among low income, urban populations;
- Fostering and sustaining parental and family involvement;

- Intensive teaching methods;
- A laboratory experience to develop new pedagogic initiatives;
- A research platform to examine the virtues of various combinations of best practices;
- The transfer of best teaching practices to K-12, both within SDUSD and across the country;
- The transfer of curriculum materials to K-12;
- University students, staff, and faculty engagement with K-12.

Today, The Preuss School UC San Diego is unquestionably one of the nation's best secondary schools, as determined by the California Department of Education, the Center for Education Reform, *U.S. News & World Report*, *Newsweek*, and the University of Southern California, among others. On multiple measures, including high school graduation rates, completion of the "A-G" course pattern, AP tests taken and passed, numbers of students admitted to college or university, Preuss School students have distinguished themselves academically.

First and foremost, all Preuss students are enrolled in the A-G requirements that provide access to four-year universities, which may also offer grant and scholarship opportunities. Secondly, Preuss has enjoyed a 100% graduation rate in the senior class since its last renewal (with the exception of the class of 2016 in which one senior did not graduate). In all but that one year, more than 93% of the graduating class completed the A-G requirements to gain entrance into a four-year university. Between 85% and 100% of Preuss students were accepted by a four-year college, and 72%-91% enrolled. Preuss seniors use Naviance software to prepare for college and apply for scholarships; the graduating class of approximately 100 students typically receives about \$2 million in support each year (see details in Appendix 1). And lastly, as the School follows the college graduation rates of alumni, it appears that more students are graduating from college in each successive year – not always within the first four years, but at rates much higher than most schools in California (an average of 52% to date).

In terms of pupil academic achievement measured by statewide testing, Preuss students perform as well as or better than their district counterparts. With 98% of test takers identified as socioeconomically disadvantaged, their status is "high," as opposed to a "low" status for district students in English Language Arts. In Math, the same group is ranked "medium," vs. "low" for the district. With relatively high numbers of Hispanic and English Learner students, Preuss maintained "high" and "medium" levels respectively in English, compared with "low" and "low" for district students. In Math, these two subgroups are at "high" and "medium" levels, compared with "low" and "low" testing status elsewhere in San Diego.

Preuss also looks carefully at Advanced Placement test results. The School ensures that all students take AP exams, and over the last five years, more than 50% of AP students attained a score of 3 or better. The National Center for Educational Accountability has found that an AP exam score of 3 or higher is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The Preuss 2017 AP Equity and Excellence Report indicates a Graduating Class Summary of 93.2%, meaning that nearly all seniors scored 3 or higher on at least one AP exam during high school.

In summary, enrollment in and completion of A-G coursework, enrollment in and completion of AP courses, high standardized test scores, and ultimately, enrollment in and graduation from a four-year university are the benchmarks of academic achievement that Preuss uses to measure its progress. When alumni return to the School during Homecoming, they underscore the importance of this framework and encourage students to continue to follow the model.

III. ELEMENTS OF SUCCESS

ELEMENT 1: EDUCATIONAL PROGRAM

TARGET STUDENT POPULATION

SB 1448 charges charter schools to provide both a model and a remedy to the current crisis in education by “breaking the mold.” Because UC San Diego holds the deep belief that adolescents from all income levels and ethnic/racial groups will perform well in “high-expectations environments,” The Preuss School UC San Diego has instituted a rigorous college-going culture of learning supported by a wide range of academic and social supports, referred to as “scaffolds.”

Research and common observations have well established a direct link between family income and academic achievement. Students from low-income backgrounds often lack the familial, social, financial, and experiential support mechanisms to systematically prepare and sustain them on an academic trajectory that would ultimately make them competitively eligible for the most selective universities and colleges. Accordingly, the targeted student is one who comes from a low socioeconomic background (i.e., family income does not exceed 185% of the [Federal poverty guidelines](#)) and whose parents/guardians have not graduated from a four-year university. These students may not have consistently demonstrated the highest levels of academic achievement, but they should show academic motivation (i.e., intellectual curiosity, studiousness, demonstrated leadership, determination, and a willingness to work hard). Targeted students are those who can clearly benefit from the experience of attending The Preuss School UC San Diego and who, without the intensive intervention and long-term relationship with the School, would likely not distinguish themselves as academically competitive for admission to the University of California and other select institutions of higher education. The Preuss School UC San Diego does not intend to compete with San Diego City Schools by attracting the highest-achieving students, nor will the school seek to attract students who are flourishing in their present school environment.

Although the School admits students who meet the selection criteria from the larger San Diego region, students who attend schools in San Diego’s lower income neighborhoods (e.g., Downtown, Barrio Logan, Golden Hill, North Park, Mid-City, East San Diego, and Southeast San Diego) are targeted for outreach. These are the communities whose high schools post the lowest levels of

student achievement in terms of completion of the “A-G” course pattern, Scholastic Aptitude Test scores, admission to four-year universities, and have relatively high dropout rates. These are the schools that have the highest number of low income students, as measured by the percentage of students receiving free or reduced meal plans.

At the Spring 2017 Commission Meeting of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), it was determined that the Preuss School UC San Diego met the criteria for accreditation. Based on its self-study report and satisfactory completion of the on-site accreditation visit, the School was granted a six-year accreditation through June 30, 2023 (see WASC report in Appendix 1). The School’s model includes seven years of advisory programming, requires A-G coursework and AP classes, and offers multiple “scaffolds” to help bridge the achievement gap, such as tutoring, mentoring, internships, and engagement activities for both students and families. The School’s Course Booklet identifies classes as Honors, Advanced, and AP; it is published on the school’s website to ensure access to critical college-acceptance information for both current and prospective parents and students:

http://preuss.ucsd.edu/files/academics/2017_2018_Course_Description_Booklet.pdf. Particularly at the high school level, coursework can be accessed during the summer to ensure that A-G requirements are completed prior to graduation. As a result of the WASC process, the School committed to four additional goals in its schoolwide action plan, as a way of increasing and improving services. They are tied to/included with LCAP goals for 2018, detailed later and found in Appendix 3.

- 1: Address Achievement Gaps in Special Populations
2. Keeping the Preuss Mission: Maintain Rigor of the School’s College Prep Program
- 3: Provide Wrap-Around Student Support
- 4: Prepare Students for Each Stage of Transition (5th to 6th grade, 6th grade to middle school, middle school to high school, and high school to college.)

CURRICULUM AND INSTRUCTIONAL PROGRAM

A. TEACHING METHODOLOGIES

At The Preuss School UC San Diego, teachers use a variety of research-based teaching methodologies that promote student understanding of subject matter disciplines and promote critical thinking skills. For example, Preuss mathematics teachers have worked with a UC San Diego Professor of Mathematics to challenge traditional methods of teaching math and to develop alternative ways to assist students to understand mathematical concepts. UC San Diego social science and humanities faculty routinely collaborate with the teachers at Preuss School to improve instruction. English Language Arts teachers follow principles of the *Reading/Language Framework for California Public Schools* to develop student comprehension and writing; social science teachers develop thematic units and use primary sources that assist students to go beyond the traditional

fact-driven curriculum. And, science teachers promote an active learning environment through use of projects, labs and discovery.

Keeping current with the latest in best practices for classroom instruction, The Preuss School teachers apply research-based strategies for increasing student achievement including the nine essential strategies that have been proven to increase student achievement (Marzano, Pickering, Pollock, 2001) In addition, teachers work on applying principles of differentiated instruction, scaffolding academic instruction for English Learners (as all Preuss teachers are required to have CLAD, BCLAD, or CTEL certificates), and engaging in examination of teaching practices and their impact on student learning through Lesson Study in each discipline (Stigler and Hiebert, 1999).

Teachers are provided weekly 105-minute professional development sessions as part of The Preuss School UC San Diego mission to build and maintain a professional learning community. The program is focused around four strands: 1. *Instructional Improvement*, designed to increase student achievement and to build on teachers' strengths and improve teaching skills; increase teachers' repertoire of instructional strategies based on research (best practices); and to develop collaborative structures and supportive relationships; 2. *Curriculum Implementation*, including Backward Design, "Essential 9" (Marzano et al.) and Differentiated Instruction, designed to clarify content knowledge in disciplines and across subject areas, to apply and model successful curriculum implementation; to collaborate, coach, support, and resolve curriculum issues; and to develop curriculum units aligned with standards; 3. *Staff Development*, designed to build a collaborative work culture; to develop skills of reflective self-analysis, self-assessment, goal-setting for improvement; to support ongoing learning through professional literature, conferences, course work, and other training; and, 4. *School and Organizational Development*, designed to create clarity and commitment to goals at all levels; to improve individual and group effectiveness through interactions and relationships in processes that provide feedback for renewal and continuing learning.

A key question often asked is "what does it mean to be educated?" In keeping with the 21st Century Skills movement, which aims to prepare students to compete in a global society, Preuss educators focus on developing students to be proficient communicators, creators, critical thinkers, and collaborators (the "Four Cs" captured by the National Education Association's Partnership for 21st Century Skills in its "Framework for 21st Century Learning"). The school developed and uses the acronym ICLEAR—Inquiry, Collaboration, Linking, Evidence, Application, and Research—to drive student reflection as a framework for in-depth understanding of what is learned and as a means of developing the habit of meta-cognitive thinking about their work and what they have studied. ICLEAR is the filter through which students examine their work in core classes and in University Prep classes to reflect on their learning. Applying ICLEAR to student work is the foundation for student exhibitions at all grade levels, which are prepared and presented each spring. Preuss teachers believe that analysis, interpretation, precision and accuracy, problem-solving and reasoning can be as critical as content knowledge in determining success in college courses. International problems within an ever-changing global economy will require expert thinking and complex communication, higher levels of concentration, deeper analytical abilities, and an ability to

formulate plausible plans of action. Preuss alumni return to the school each year to share their experiences in college and how Preuss has prepared them to succeed – more than 52% of them have graduated from college and are poised to better serve customers, develop better products, and continuously improve themselves and their world.

What does it mean to be educated? In order for students to be thinkers and problem solvers in addition to literal and digital learners, Preuss teachers must create an environment in which students can develop autonomy and initiative. Students are encouraged to think critically and challenge their previous conceptions. They are encouraged to ask questions, and to apply their knowledge to home and community situations. One example of this is the Senior Wheel Project. Comprised of a research paper, community service project, and internship, the final step is share these cumulative experiences through a visual and oral presentation to a panel of teachers and community members. This is only one example of a method which allows for direct learning, inquiry learning, and collaborative learning. Every educated person needs an education that is built around the student.

B. COLLEGE PREPARATORY CURRICULUM

The Preuss School UC San Diego curriculum is drawn from the most innovative and proven techniques in middle school and secondary education. Educators agree that recent developments in curriculum design and planning can work successfully in almost every case. The problem of student under-achievement in inner city schools has been a combination of insufficient resources to properly deliver and sustain core subject curriculum and insufficient direction and understanding on how to use the resources available. By devoting significant resources (“scaffolds” in the form of small classes, tutors in every course, extended school day and school year, extensive professional development of teachers) and by collaborating with business partners, the University, and parents, the School is confirming and developing educational models for reducing the achievement gap between the well-to-do and the less fortunate in our society.

The School offers only one curriculum designed for students to meet the University of California’s “A-G” requirements. There is no general or vocational track. As detailed below, all students attending The Preuss School UC San Diego at the high school level take four years of mathematics, four years of English, four years of science, three to six years of Spanish through the AP Spanish Language course and Exam, four years of history/social science, and three years of college preparatory electives including fine arts. Preuss School students are expected to master the “first principles” of these disciplines. Further, consistent with US Department of Education (1993, 2007) expectations, Preuss graduates are expected to be able to analyze, interpret, explain, organize, synthesize, evaluate, and communicate important intellectual experiences. This preparation will allow graduates to effectively compete in the global economy.

The middle school curriculum is designed to provide a sequential academic foundation. Cognizant of the need to continually hone necessary skills and intellectual tools for subject mastery, the

overall approach in the middle school is concept-driven. When students enter high school, they will have been prepared through the gradual introduction of an integrated study of closely related subjects. This approach also features the threading of appropriate writing assignments in specific subject areas and across disciplines. Students begin foreign language (Spanish) study in middle school and will continue into high school.

At the Spring 2017 Commission Meeting of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), the ACS WASC determined that the Preuss School UC San Diego met the criteria for accreditation. Based on its self-study report and satisfactory completion of the on-site accreditation visit, the School was granted a Six-Year Accreditation.

C. MATHEMATICS AND SCIENCE INSTRUCTION MODEL

While scientific literacy is critical knowledge for any well-educated student, a deep appreciation of the strengths and limitations of scientific thinking is particularly important for college-bound students. Preuss School students learn to think and write as scientists. In doing so they are guided to understand key concepts and develop awareness of the important interrelationship among the sciences, mathematics, and technology. In addition, students learn to critically evaluate the benefits and limitations of science in society (American Association for the Advancement of Science, 1990).

To accomplish these goals, all students at Preuss take four years of mathematics and four years of science and have access to internet and computer resources. Traditional mathematics topics (algebra, geometry, trigonometry, calculus and/or statistics) are offered to provide a wide range of mathematical tools for scientific exploration. Preuss School mathematics instruction adopts an integrated approach through choices of texts and through coordination and spiraling of the curriculum by the mathematics department. The science program offers biology, chemistry, physics and an AP science course in the 12th grade to ensure that Preuss students will have an opportunity to develop a broad background in the sciences. Programs are offered that require students to engage in extensive laboratory explorations, develop techniques for quantifying observations, use technology for data collection and analysis, engage in cooperative learning, and display their work in public. Math placement decisions are based on data collected from multiple sources which include: grade in current course, final exam grade, diagnostic test score and score on the California Assessment of Student Performance and Progress (CAASPP) exam (where appropriate). Please see Math Placement Policy in Appendix 1.

D. SOCIAL SCIENCE/HISTORY INSTRUCTION MODEL

The School offers four years of history and social studies courses to prepare students for college instruction. While recognizing the value of imparting a body of knowledge of United States and world history to students, we agree with the State of California's Social Science and History

Framework that it is equally important to help students develop the tools for thinking critically about the actions of people in the past, as well as contemporary social, political, and cultural issues.

To achieve these goals, courses engage students in activities such as role-playing, writing projects, historical simulations, and debates. Teachers use primary source documents and the literature of specific historical periods to enhance students' understanding of history and the diverse perspectives of women and racial, ethnic, and religious groups. Students complete a variety of writing activities and projects to develop their skills in analyzing and synthesizing information from multiple sources and perspectives.

E. LANGUAGE ARTS INSTRUCTION MODEL

The Integrated Language Arts Curriculum enables Preuss students to meet the national standards for language arts achievement as promoted by the Council of Teachers of English, the College Board Standards for Advanced Placement Literature, and Advanced Placement Composition examinations. It prepares students to become confident and independent readers of challenging and relevant literary texts representative of diverse cultures. A process-based approach to writing enables students to master strategies for writing in a variety of modes and for a variety of audiences.

F. FOREIGN LANGUAGE INSTRUCTION MODEL

The foreign language instructional program is based on University of California eligibility requirements. Students are prepared to graduate with a demonstrated competence in at least one language other than English. All students will take the AP language exam after they have taken Spanish IV and while enrolled in AP Spanish language. The majority of Preuss seniors graduate with a State Seal of Biliteracy.

G. UNIVERSITY PREP

The foundation of the School's instructional program is The Preuss School University Prep Advisory, which enables students and their parents to be guided and supported by the same teacher from their entry in 6th grade to their graduation from 12th grade. This teacher becomes acquainted with students, their growth, their families, and their domestic situation, all of which help meet students' academic and personal needs. Students receive support and instruction in a variety of areas including academics, life skills, social/emotional/behavioral skills, standardized test preparation, and decision-making. Teachers develop and teach curriculum geared toward personal development, college preparation and exploration, literacy and mathematical skill reinforcement, time management, and college application and admission. UP teachers shadow

students, call parents, and meet with other teachers for academically at-risk students in core classes to strategize options for continuing success.

H. COMMUNITY SERVICE

Students who attend The Preuss School UC San Diego are physically and culturally distant from their families and communities during the school day. To help keep students positively connected to their home communities, students are involved in community service activities as an institutionalized part of their educational experience. As an example, service is modeled after the UC San Diego Thurgood Marshall College “Partners at Learning Program.” Students are enrolled in a Service Learning class in the 12th grade, Students are required to complete a number of annual service hours by grade level: 9th grade — 10 hours, 10th grade — 10 hours, 11th grade — 15 hours, and 12th grade — 25 hours. Preuss students receive course credit for serving as mentors and tutors for elementary school students in their home communities. Other options involve participation in local government, health, environment, and social service organizations.

I. TUTORS, MENTORS AND INTERNS

Under The Preuss School UC San Diego model, classroom instruction is transformed. In addition to the classroom instructor, a college-level tutor is assigned to assist and provide support to the classroom teacher and students. Tutors have the opportunity to engage students individually and in small groups. Mentors work with students to share and provide encouragement about the college experience. Interns assist and work with the teacher in some planning of curriculum and support with student assessment.

UC San Diego’s Education Studies (EDS) faculty work with the school to prepare UC San Diego student tutors, mentors, and interns in course content, expectations, and methods to familiarize them with the curricular plan, materials, and pace of subject matter to be presented. In most cases, UC San Diego tutors and interns receive general education course credit for their Preuss School tutoring activity.

In addition, cross-age mentoring and tutoring between the middle school and the high school students is being fostered.

J. SMALLER CLASS SIZE AND AN ENRICHED STUDENT TO TEACHER RATIO

Class sizes range from 20-35 students. In addition to the teacher, many classes incorporate the services of a trained tutor or intern.

K. STATE-OF-THE-ART TECHNOLOGY

The Preuss School has a greater than 1:1 computer to student ratio throughout the school, with each classroom having a mix of Ultrabook laptops and desktops for student use. All classrooms have teacher workstations, projectors, document cameras, laser printers and high speed wireless networking. Classrooms utilize several computer applications and sites, such as Microsoft Office, Google Docs, Audacity (audio recording), Google Classroom (classroom management), Edmodo (classroom management), Aeries (student/class management), Naviance, Turnitin (plagiarism checker), ProBeware (scientific classroom utility), IXL (math enrichment), Khan Academy, Desmos (graphing calculator), LMMS (audio editing), Sketchup (engineering software), and several online reference databases provided by the library. Desktops in the school have gigabit ethernet and wireless devices are capable of 802.11a/g/n/ac connectivity. Students, staff, and faculty have on site access to redundant file servers in order to store ample data for classroom or administrative use. Students can be monitored while on computers using classroom management software that lets teachers know what students are viewing. Students are prevented from making modifications to the computer by a mix of security group policies and third party software, and prevented from accessing restricted websites on the school network by a modern iBoss web filter device.

L. TEACHERS

The Preuss School UC San Diego recruits and hires teachers from the San Diego Unified School District, San Diego County, and nationally. Teaching positions are announced locally and nationally by way of professional recruitment channels. Each major subject area (Science, Mathematics, Language Arts, and Social Studies/Humanities) has a lead teacher (mentor) and team teachers. All teachers in core subjects are credentialed.

Teachers selected for positions must exhibit:

- a demonstrated commitment to the capacity of students from diverse socio-economic and cultural background to succeed in a rigorous academic curriculum and environment
- expertise in a teaching content area
- interest, ability, and experience using computers and other technologies in teaching, curriculum and material development, and diagnostics
- a willingness to initiate and maintain ongoing communication with parents, staff, and community
- an interest and experience in team teaching environment
- an interest in ongoing professional development

- willingness to innovate
- possess the philosophy of never giving up

M. LONGER SCHOOL DAY AND LONGER SCHOOL YEAR

Educators agree that students must spend more time than they currently do in a rich learning environment if schools are going to make a meaningful difference in academic achievement. The Preuss School UC San Diego has a school day of six hours and thirty-two minutes of instructional time (versus six hours on average), and a school year of 198 days (versus 175 days) for a total of 74,353 and 74,575 instructional minutes in middle and high school respectively. This exceeds the minimum number of minutes set forth in Educational Code 47612.5 (54,000 and 64,800 minutes). Students also have access to after-school tutoring and a Saturday Enrichment Academy during which students meet for tutoring and enrichment classes for two hours at least twice a month.

N. BLOCK SCHEDULING

The school year is divided into semesters and the school day as currently structured is divided into four blocks. Block scheduling allows teachers and tutors to present more material in greater depth and provides catch-up time for students with less than optimal academic preparation. A study of block scheduling (Moskowitz, 1995) reported: "...school(s) gained 42 days of instructional time over the course of a school year by implementing the (block scheduling) concept... For every hour of the school day, almost 10 minutes of potential instruction time is wasted when students pack up their bags and head for the next class."

The concept of longer blocks of time in class follows the research-driven Coalition of Essential School Principles where it has been shown to provide (1) personalization, (2) in-depth understanding, (3) project-based instruction, and (4) brain-based instruction.

NEEDS OF STUDENTS

O. ENGLISH LANGUAGE LEARNERS

The Preuss School UC San Diego addresses the needs of English Language Learners by following the District-approved policy of identification, classification, support and reclassification.

The School's registration package includes the Home Language Survey (HLS) to determine potential English Learner (EL) status. The School administers the English Language Proficiency exam (CELDT/ELPAC) to students whose HLS indicates that a language other than English is spoken in

the home, and those who have previously been identified as EL. Students who perform poorly on the CELDT/ELPAC are designated as EL students. Students who perform well go on to the reclassification process.

The School hopes to reclassify EL students as soon as feasible and, to this end, has established a school-wide Literacy Enrichment program to support improving students' literacy. The Enrichment class meets 1.5 hours twice a week and is mandatory for all 6th graders and is linked both to the state standards and to the 6th grade English curriculum. The Enrichment class teacher monitors student progress with the ELD standards. Participation in the Literacy Enrichment class is also extended to students at other grade levels whose English Language development is sub-par, as evidenced by assessment scores or class work. English learners also are supported in their English language development in their University Prep classes.

Preuss uses the following four criteria to establish its reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

After a student is redesignated, their English teacher completes language proficiency reports every six months for two years to monitor whether the student is continuing to make progress or needs additional supports such as tutoring, mentoring, Saturday Enrichment Academy, or summer school.

The rate of reclassification is calculated annually and is determined by dividing the number of "redesignated" students by the prior year's EL count, then multiplying by 100.

During the 2016-17 school year, 7% of Preuss students were designated English Learners. 91.1% of Preuss students have been re-classified as English Proficient at some point during, or prior to, enrollment at The Preuss School. Preuss hosts an annual reclassification ceremony where parents and students learn about the benefits of being bilingual; at that point students are encouraged to continue studying their native languages to achieve biliteracy, and enrolled into English courses needed to complete A-G requirements.

P. GIFTED STUDENTS

Students of various academic performance levels and backgrounds, including English Learners, Special Education students who require services for a range of disabilities (as identified by the

Individuals with Disabilities Education Act, IDEA, including, for example, a specific learning disability, physical disability or health-impairment, and gifted and talented students (GATE)) are eligible for admission. Once enrolled at Preuss, all students participate in a rigorous college preparatory curriculum. All core courses meet the rigorous standards for identified gifted students. Each core class is titled Honors, Advanced or Advanced Placement. Enrichment activities such as academic and service clubs, field trips, tutoring other students, and summer internships are provided for all students.

Q. BELOW GRADE LEVEL & AT-RISK STUDENTS

A formal system of Student Study team “Roundtables” are held for all students who are not meeting the 2.0 requirement for graduation, or are not meeting grade level standards on the CAASPP in Literacy/English Language Arts and Mathematics. With the input of relevant teachers (including the Learning Resource teacher, if appropriate), parents, and the student in question, a comprehensive plan is drawn up and a learning contract is developed. Students are provided with support through onsite college tutors, Saturday Enrichment Academy classes, and after school tutoring support. In addition to the academic support, students are also referred to the Mentor program for additional adult support. Inherent in the School’s structure is a University Preparatory Advisory program for all students where students are given homework support, assistance with classes, and organizational skills needed for high school and college success. Credit recovery via APEX Online Learning is offered in summer school and after school.

R. SPECIAL EDUCATION

As a member of The El Dorado County Office of Education’s Charter Special Education Local Plan Area (SELPA) since 2010, Preuss receives state and federal special education funding and provides services to the extent required by IDEA, Section 504, Title II of the Americans with Disabilities Act, and any other law enforced by the Office of Civil Rights (OCR). The purpose of the Individuals with Disabilities Act (IDEA) is “to ensure that all students with disabilities have available to them a free appropriate public education that includes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

On-site special education personnel at Preuss School work as a team with the teachers, student advisors, parents and the Principal. As required by law, general education teachers, special education personnel, administrators, parents, the student (if appropriate), and others participate in the individualized education program IEP process. An IEP is a written document describing the educational program designed to meet a student with disabilities’ unique needs that is developed for each public school child who is eligible. In the event the Principal cannot attend an IEP meeting, a qualified Administrative Designee is be assigned. Additional staff members, such as the school counselor will also participate in the IEP process. Parents are fully informed in their native

language or other mode of communication, of all the information about actions for which they are giving consent, and agree in writing to the actions. The SELPA's Notice of Procedural Safeguards and Parents' Rights can be found at at http://charterselpa.org/wp-content/uploads/2017/08/Charter_SELPA_Procedural_Safeguards_English_revised_January_2009_August2013contacts and include includes information about:

1. Notice, consent, assessment, and access
 - a. Prior written notice
 - b. Parent consent for a first evaluation, re-evaluation, and initial and continued placement in special education
 - c. Parent revocation of consent
 - d. Assessment
 - e. Access to educational records
2. The IEP
 - a. Team and process
3. How disputes are resolved
 - a. Due process hearings
 - b. Mediation and alternative dispute resolution
 - c. Due process rights
 - d. Filing a written due process complaint
4. School discipline and placement procedures for students with disabilities
5. State special schools
6. Children attending private school

Approximately 4% of Preuss students qualify for an IEP; this is lower than the state's average. In response, the SELPA has visited Preuss to ensure compliance, and now recommends the program as an exemplary and inspiring model for other schools. Staffing includes two learning resource specialists, instructional aides, and a school psychologist. This team ensures that students are identified, screened, evaluated and assessed to determine if special education services are needed.

IEP TIMELINES

Action	Timeline Triggered By	Timeline
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Parent receives copies of student records	Oral or written request by parent	5 school days
Proposal of Assessment Plan	Date of Referral	15 calendar days *
Initial IEP Meeting	Receipt of parent consent to assessment	60 calendar days
Annual IEP Team meeting	Date of last annual IEP review	12 months (365 days)
Interim IEP	Incoming student's first day of instruction	30 Days *
Triennial IEP Meeting	Date of last initial or triennial review	3 years
Parent Request for IEP for child with existing IEP	Receipt of written request	30 Days *
Notice of Meeting		Early enough to ensure opportunity to attend meeting
Individual Transition Plan		In IEP when the student turns 16
Manifestation Review	Tenth day of suspension within current school year	10 school days

* Excluding calendar days between regular school session or days of school vacation in excess of five school days.

Eligible students enrolled at Preuss receive special education services in accordance with their (IEP). Services are offered at the school by staff and contracted service providers; in the past, one student was referred to a Non-Public School which could better serve his needs.

Disability categories include:

1. Intellectual Disability (ID)
2. Deaf/Hard of Hearing (DHH)
3. Speech and Language Impairment (SLI)
4. Visual Impairment (VI)
5. Emotional Disturbance (ED)
6. Orthopedic Impairment (OI)
7. Other Health Impairment (OHI)
8. Established Medical Disability (EMD)
9. Specific Learning Disability (SLD)
10. Deaf Blindness (DB)
11. Multiple Disability (MD)

12. Autism (AUT)

13. Traumatic Brain Injury (TBI)

The Principal or Principal's designee meets regularly with the school counselors and assigned special education personnel, including contracted service providers such as speech and language therapists and adaptive physical education specialists. Program and fiscal staff attend SELPA meetings, trainings and conferences to stay current with promising practices and gain insights from other charter schools.

Section 504 is a civil rights law protecting individuals with disabilities, which requires non-discrimination or equal opportunities for students with disabilities, and provision of a Free and Appropriate Education (FAPE) through a 504 plan. Slightly less than 1% of Preuss students are eligible for a 504 plan; counselors develop and update their accommodation or modification plans at least annually, and more frequently if needed. 504 plans address the nature of the disability, how it was determined, educational impact, and accommodations within a FAPE. Services and protections include: Participation in all activities that are available - participation in the same curriculum, participation in non-academic and extra-curricular activities, recreational activities, athletics, and in clubs and field trips. Under the Section 504 regulations, one way to meet Section 504 requirements for a free appropriate public education is to implement an IEP. The School has a designated 504 coordinator who regularly attends professional development trainings, and references SELPA recommendations posted at http://charterselpa.org/wp-content/uploads/2017/10/504_Handbook_2017-12-19.pdf.

The School understands that a change in SELPA membership requires a material revision.

S. INDEPENDENT STUDY

The Preuss School UC San Diego does not offer a broad-based independent study program as an instructional strategy. However, the School understands that there may be emergent circumstances that require students to be away from the classroom for an extended period of time. In these situations, to address a particular temporary need, the School employs an independent study option that is equivalent in quality and quantity to regular classroom instruction. The School complies with all applicable independent study laws and regulations, including but not limited to Education Code sections 47612.5(b), sections 51745 *et seq.*, and 5 Cal. Code of Regulations sections 11700-11705. For each student engaging in this option, an independent study agreement is prepared, signed, dated, and filed. A representative sample of the student's work products, signed or initialed and dated by the supervising teacher shall be included in the file, which is maintained by the School's Attendance Clerk.

DATA ANALYSIS

The Preuss School UC San Diego is committed to monitoring student performance so as to continually enhance educational effectiveness. Teachers are involved in data analysis on an

ongoing basis. Teachers are provided with student data (CAASPP, SDRT, PSAT, Advanced Placement Testing) by grade level and discuss how to address the deficiencies noted in areas of need. Curriculum planning is done to address the areas of need.

In addition, the School is working with the University and various other organizations to build skills and capacity for using data-based inquiry to address and identify student achievement challenges.

ELEMENT 2: PUPIL OUTCOMES

The sixth through twelfth grade curriculum is grounded in a belief in the value of a traditional liberal arts education. It is expected that every graduating student will be proficient in written and spoken expression, English and a foreign language, mathematical reasoning, and understanding scientific procedures and results. Graduates will possess a broad appreciation of the diverse cultures that make up western and non-western civilization. Fine and performing arts are well integrated in the intellectual life of students.

All students enroll in advanced level classes. The Preuss School has a single track curriculum. For example, if an Advance Placement United States History course is offered in the 11th grade, all 11th graders take this course.

The goal of The Preuss School is to have all students be University of California eligible (A-G eligible). This means the students must pass these courses with “C” or better. Included in Appendix 2 are the most recent data on college acceptance and enrollment rates, as well as Preuss A-G completion rates.

UC San Diego’s Center for Research on Educational Equity, Assessment, and Teaching Experience (CREATE) provides support in this area by reviewing grade distribution for each grade and performing a number of cross tabulations of grade with core subjects, courses in core areas, and with teacher. Other variables studied include “A-G” course-taking patterns, AP course- and test-taking patterns, results from college applications, college acceptances, and college enrollments. These data inform discussions at the School about changes that may be needed in course sequences, instructional methods, or student support services. CREATE’s reports of the academic performance of The Preuss School UC San Diego students in middle and high school as well as their college enrollment information are available on CREATE’s website (<http://create.ucsd.edu/>), under the [Research, Evaluation & Publications](#) button.

In addition to the outcomes described above, The Preuss School UC San Diego continues to demonstrate that its educational program is consistent with the intent of the charter law to increase learning opportunities for all pupils, with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving. California’s new accountability and continuous improvement system provides information about how a school is meeting the needs of their diverse student population. A concise set of measures identifies strengths, challenges and areas where improvement is needed – both state indicators and local

indicators are considered, and results can be drilled down by subgroup to more clearly focus on areas of need. Please see <https://www.caschooldashboard.org/#/Home>; by using the search function, the public can view a Preuss equity report, status and change report, detailed report, and report by student groups. Measuring change over time, this tool aids the work of the Board's education subcommittee, individual academic departments, the special education department, and pupil support services in their continuous quality improvement efforts.

The use of a variety of tools to monitor outcomes allows the School to modify its academic plan as needed. For example, a Saturday Academy has been made available to students who fall below grade level; University Prep or Advisory periods have been modified to provide additional instruction in courses in which students have difficulty, and summer school courses have been arranged for students challenged by difficult material.

ELEMENT 3: MEASUREMENT METHODS & ASSESSMENT

The Preuss School UC San Diego aims to graduate students in the top 12 percent of high school graduates in the State and who will meet all admission and enrollment requirements for the University of California or equivalent four-year higher education institutions. More than 90% of all of our graduates have been accepted to four-year colleges and universities, and data gathered from the National Clearinghouse indicates that 52% of Preuss graduates have graduated from college. We are a 2010 National Blue Ribbon School, and the #1 Transformative School in the Nation, for two consecutive years, according to Newsweek. In 2012, USC'S Center on Educational Governance named Preuss the top Charter School in California. In 2017, Preuss became a NASSP Redesignated Breakthrough School. Also in 2017, U.S. News & World Report ranked Preuss as #54 in the nation, #5 in California, and #1 in San Diego. Lastly in 2017, The Washington Post ranked Preuss at #65 in the nation, #7 in California, and #1 in San Diego.

The School measures the extent to which all pupils have attained the skills, knowledge, and attitudes that reflect the educational program goals of the School. Pupil attainment is evaluated by compiling comprehensive portfolios for each student that includes standardized tests (e.g., CAASPP, PSAT, Advanced Placement Testing, and SAT), written projects, samples of student work, high school transcripts, teacher recommendations, and information on other pertinent school activities. College acceptance and enrollment rates, A-G completion rates, and Advanced Placement and CAASP scores can be found in Appendix 2.

The School conducts pupil assessments as required pursuant to Education Code Section 60605, Section 47605(c)(1), and other statewide standards or pupil assessments required for pupils in non-charter public schools, as applicable. In addition, portfolios and exhibitions, report cards and completion of UC "A-G" course requirements are an important part of the assessment strategies. The PSAT is administered to all students beginning in the 8th grade as a way to familiarize students with the test. When students take it in the 11th grade as a qualifying exam for national merit scholarships, they will have had at least 3 years of practice. Consistent with Element 2 above, to

identify and provide expanded learning opportunities to students identified as academically low-achieving, The Preuss School UC San Diego closely monitors the academic progress of these students as measured by such data points as grades or standardized tests, teacher recommendations, samples of student work, etc. While these students continue to participate in the School's normal academic program, individual academic plans are developed to assure that they receive the additional support needed to succeed at Preuss. Interventions include access to onsite college tutors, Saturday Enrichment Academy classes, and after school tutoring support.

The Local Control Funding Formula (LCFF) enacted in 2013 requires a Local Control Accountability Plan (LCAP) to demonstrate how school expenditures support students. This plan is amended and approved by the Board each year as part of the budget approval cycle. There is now an Accountability Dashboard online to inform the public of a school's performance in terms of meeting the State's priorities. The Preuss LCAP is summarized below, and the School's Dashboard is reviewed by the School's leadership, department chairs, and the Board's Education subcommittee to monitor trends and develop responsive strategies to areas needing improvement. Following the LCAP goals is an analysis of trends in CAASPP Scores for the last three years, in both English Language Arts and Mathematics. These outcomes determine next steps for teachers, department chairs, administrators, and subcommittees of the Board, informing and in some cases reshaping goals and strategies.

Summary of Preuss LCAP Goals/Outcomes

- 1.1 Conditions of Learning – Basic Services: Attract and retain highly qualified teachers with greatest subject matter knowledge and pedagogy skills
 - All teaching staff are credentialed.
 - All subjects are taught by a teacher degreed in that subject
 - All teachers engage in continuous quality improvement via weekly professional development
- 1.2 Conditions of Learning – Basic Services: Maintain safe environment conducive to learning with equitable access to materials
 - Safe facilities
 - Safe technology
 - Equitable access to materials
- 2 Conditions of Learning: Implement and Support Common Core State Standards
 - Maintain CCSS curriculum for A-G requirements
 - Support CCSS implementation through professional development
 - Support schoolwide literacy goals, numeracy goals, and implementation of technological resources
 - Address achievement gaps in special populations
 - Keep the Preuss mission: Maintain rigor of the School's college prep program
- 3 Conditions of Learning: Equitable Course Access
 - Enrollment in a college prep curriculum for all students

- Timely completion of A-G requirements through provision of extended learning time to include strategic interventions or additional electives
 - Detracked academic program in all required areas of study
 - Advisory/University Prep coursework
 - Prepare students for each stage of transition
 - Modernization/Technology
 - Saturday Enrichment Academy
 - Academic Credit Recovery Program/Summer School
- 4 Pupil Outcomes – Achievement
- Mandated testing completion
 - AP course and test completion
 - Diagnostic exam completion
 - One-on-one whenever possible
 - ELA reclassification
- 5 Pupil Outcomes – Other
- PSAT exam completion
 - SAT exam completion
 - College readiness and application
 - Access to higher education
- 6 Engagement – Positive Parent Involvement
- Opportunities for parental participation
 - Opportunities for parental input
- 7 Engagement – Positive Pupil Engagement
- Maintain positive attendance rates
 - Provide opportunities for participation in athletics
 - Provide additional wrap around services for students
 - Provide opportunities for student leadership activities
- 8 Engagement – Positive School Climate
- Minimization of health-related absences or barriers
 - Improvement of suspension and expulsion rates
 - Anti-bullying environment
 - Provision of academic, career, and personal support through mentoring program

As CAASPP scores are now easily trackable online, department chairs can review performance over time with their teachers to identify strengths and areas of need. Although the Smarter Balance Assessment Consortium tests were a change for students nationwide, as they were designed to incorporate Common Core State Standards, Preuss students have improved their performance on the exams annually. Science testing will eventually be tracked as well, as Next Generation Science Standards (NGSS) become implemented. In subjects for which there is currently no state testing, Preuss uses AP exam scores to determine mastery of the material (Foreign Language, Fine and Performing Arts, and Social Science.) The chart below follows students for the last three years to demonstrate that they are progressing individually; this information was shared at department

meetings, department chair meetings, and with the Board's Education subcommittee in order to determine the need for any adapting of the curriculum or change in teaching strategies.

TRENDS IN CAASPP SCORES

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Mean Scale Score	2530.6	2584.2	2601.9
Standard Exceeded: Level 4	10 %	18 %	13.93 %
Standard Met: Level 3	43 %	54 %	59.84 %
Standard Nearly Met: Level 2	34 %	18 %	17.21 %
Standard Not Met: Level 1	13 %	10 %	9.02 %

MATHEMATICS

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)	8th Grade (2017)
Mean Scale Score	2535.4	2565.5	2592.7
Standard Exceeded: Level 4	9 %	13 %	22.13 %
Standard Met: Level 3	32 %	42 %	36.07 %
Standard Nearly Met: Level 2	46 %	35 %	29.51 %
Standard Not Met: Level 1	13 %	10 %	12.30 %

ELEMENT 4: GOVERNANCE

1. The Role of The Regents

The governance of The Preuss School UC San Diego is the responsibility of the Regents of the University of California (“Regents”), a non-profit, public trust, qualified under section 501I(3) of the United States Internal Revenue Code, as delegated to UC San Diego’s Chancellor (“Chancellor”). As a program of UC San Diego, a campus established by the Regents, all assets and liabilities of The Preuss School UC San Diego belong to The Regents. (Ed. Code, § 47624.)

The Preuss School UC San Diego is a public school authorized under the relevant provisions of the California Education Code and is operated in facilities owned by the Regents of the University of

California. To the extent required and permitted by law, the San Diego Unified School District Board of Trustees hereby delegates its authority to The Regents with respect to the maintenance and operation of the School, subject to the limitations specified herein. The Chancellor has established an oversight structure to assure the smooth operation of the School, as follows:

2. The Role of the Executive Vice Chancellor-Academic Affairs

The Chancellor has delegated responsibility for the business and academic affairs of the School to the Executive Vice Chancellor for Academic Affairs (EVC). The EVC shall exercise general administrative oversight and fiscal authority over the School. The EVC shall be responsible for financial commitments, capital improvements, and other matters affecting the assets, liabilities, and cash flow of the School. More specifically, the EVC shall monitor the financial operations of the school, including review of the annual financial audit, and shall monitor the cash flow, assets, and liabilities of the school, and shall report concerning them to the Chancellor as the EVC deems necessary. Each year the School works with EVC staff to prepare a budget for endorsement by the advisory Board of Directors for The Preuss School UC San Diego (the "Board") and final EVC approval. The EVC shall also monitor academic operations of the School, and take steps as appropriate to ensure the School complies with its charter. The EVC also has authority for approving contracts entered into by or on behalf of The Preuss School UC San Diego; such approval authority may be further delegated to the School's Principal. With the input of the Board, the EVC is responsible for the performance management of the Principal (this includes performance reviews, merit increase reviews, and disciplinary actions with the exception of dismissal). The EVC shall make recommendations to the Chancellor regarding the Principal's reappointment and terms of his employment.

3. The Role of the Board of Directors

Although the Chancellor is the final decision maker with respect to the operation of the School, he has established an advisory Board of Directors to assist the EVC with oversight of the School's daily operations. The Board is chaired by the Chancellor's designee. The members of the Board are appointed by the Chancellor, and include members of the UC San Diego Faculty Senate, the UC San Diego Administration, and the San Diego education, business, and philanthropic communities. Additionally, a member of the School's Parent Teacher Association, elected by the parents, the School's Principal and a teacher, elected by colleagues, serve as ex-officio, non-voting members of the Board.

Members of the Board are appointed for three-year staggered terms to assure continuity; members do not receive compensation for their services.

The Board has established a number of subcommittees of the Board to advise on distinct aspects of the business of The Preuss School UC San Diego, for example finance, fundraising, education, community relations, long-range planning, etc.

The Board meets monthly at the School site during the academic year. Meetings of the Board are held under the delegation of authority from the Regents of the University of California. The Regents

are neither a local agency nor a legislative body as contemplated by the Brown Act. Meetings of the Regents and of this Board, therefore comply with the Bagley-Keene Open Meetings Act, Government Code sections 92020 and 11120. Meetings of the Board are open and meeting dates, times, and location are posted on the School's website (<http://preuss.ucsd.edu>). Minutes of the Board's meetings are prepared and maintained by the Board's Chair. The Minutes are public records under the California Government Code, and are available upon request, subject to appropriate legal privileges and exemptions from disclosure. Appendix 5 includes the 2015-2018 Preuss School Board Meeting Minutes. A copy of the Board's bylaws and a list of current Board members are attached as Appendix 4.

The Board of Directors has the responsibility to advise the Chancellor on each of the following:

a. Policies and Procedures

To establish and review policies and procedures for the operation of The Preuss School UC San Diego, which are consistent with this Charter. In the absence of any previously adopted policy or procedure of The Preuss School, the School shall first follow the adopted policy or procedure of the University, where appropriate. Notwithstanding any existing policy or procedure of the University or the District, the Chancellor may adopt and enforce any policy or procedure for The Preuss School UC San Diego that is consistent with this Charter.

b. School Principal

To participate in the selection, hiring, review and evaluation of the performance of the School Principal of The Preuss School UC San Diego and to help determine the duties and responsibilities of the School Principal.

c. Operating Budget

To annually establish an operating budget for the operation of The Preuss School UC San Diego and assure expenses do not exceed the budget, and to assure that a copy of the approved budget is forwarded to the District annually. Appendix 7 includes copies of the School's 2017-18, 18-19, 19-20, and 20-21 operating budgets.

d. Facilities Maintenance/Capital Budget

To make periodic reports on the physical condition of the facility, and provide recommendations on facility needs, costs, time schedules and priorities for use in establishing budgets for maintenance and renewal of plant.

e. Educational Program Administration

To establish and administer the programs of instruction to be offered, which shall be nonsectarian, to assure effective implementation of application and admission procedures, and to assure ongoing appropriate assessment of student performance.

f. Other Duties

To carry out, or to further delegate, such other duties as may be convenient or necessary for the operation of The Preuss School UC San Diego, as may be determined by the Chancellor or Executive Vice Chancellor-Academic Affairs.

4. School Principal

The Chancellor has delegated to the School Principal responsibility for the day-to-day operations of The Preuss School UC San Diego. The duties of the School Principal include:

- a.* Attending meetings of the Board of Directors.
- b.* Preparing and presenting annual budgets for approval, and operating the School within the approved annual budget.
- c.* Preparing and presenting an annual report on the performance of the Preuss School.
- d.* Hiring and supervising personnel of The Preuss School UC San Diego.
- e.* Developing and implementing the curriculum of The Preuss School UC San Diego.
- f.* Planning for the financial needs of The Preuss School UC San Diego and making recommendations to the Board.
- g.* Participating in fund-raising activities on behalf of the School.
- h.* Assuring school operations are consistent with this Charter, University policies, School policies, and applicable laws.
- i.* Such other duties as may be delegated by the Board of Directors, Executive Vice Chancellor-Academic Affairs, or Chancellor.

5. Parent Teacher Association

A Parent Council was formed in 1999 and all parents/guardians of Preuss School students are urged to become members. The Council elected to join the national Parent Teacher Association in 2004 and has an Executive Board consisting of elected officers, the chairs of its six standing committees, a teacher representative, and the Principal (or his/her designee). During the academic year, the PTA's Executive Board, which meets monthly, holds a number of meetings for the general membership to discuss educational and Preuss School-specific issues.

The PTA coordinates parent volunteer and fundraising activities and helps build a sense of community at the site and among the participants. It strives to develop close relations among families of students, teachers, and the general public through activities such as producing a monthly

newsletter, maintaining a parent phone tree, educating parents about college and other matters pertinent to the well-being of their students, and organizing social events. The PTA plays an advisory role to the Board of Directors and the Principal in Preuss School student matters, including the student code of conduct and discipline. A copy of the PTA bylaws is appended (Appendix 6).

Parental involvement at the School is highly encouraged, but parental involvement is not a requirement for acceptance to, or continued enrollment at, the School.

The Chancellor retains the right to determine the manner in which The Preuss School UC San Diego is to be operated, constituted, and organized, to the extent that such determinations remain consistent with the provisions of this Charter.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

All teachers of The Preuss School UC San Diego meet state certification and licensure requirements as required by the Every Student Succeeds Act. Each core teacher possesses at least a bachelor's degree, a valid California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that held by teachers in other public schools, demonstrated core academic subject matter competence to teach students from varied and diverse backgrounds, and a strong commitment to helping students achieve superior academic results. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority.

The School is committed to minimizing the use of The Short-Term Staff Permit (STSP) teachers, although teacher shortages in key academic disciplines sometimes require this option be exercised. To this end, The Preuss School UC San Diego has partnered with UC San Diego Education Studies Program (EDS) and employs interns consistent with the standards established by the CA Commission on Teacher Credentialing. The Preuss School UC San Diego adheres to the Education Code 47605(l) guidelines pertaining to non-core teacher credentialing in that teachers do not require credentialing to teach non-core or non-college preparatory classes.

Non-teaching administrative support and professional staff are required to meet the pertinent job-related skills, knowledge, and abilities outlined in the University of California position classification system.

Prior to the first day of employment, all employees of the School who may have contact with students are required to submit and pass a background check through the Livescan process for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation. They are also required to undergo a TB (Tuberculosis) risk assessment and, if necessary, take and pass a TB screening test.

Administrative Qualifications

All administrators shall exhibit the following leadership traits:

- a) Knowledge of the educational and/or business practices that will fulfill the school's mission
- b) Knowledge of laws governing charter schools
- c) Accessible to all within the school community including teachers, staff, parents, and children
- d) Collaborative leadership at every level of the school
- e) Act with fairness, integrity, and respect for diversity
- f) Utilize all available financial and human resources to maximize student performance

The Administration shall be comprised of the following key positions of Principal, Vice Principal, and Chief Administrative Officer. These key positions are to be filled by persons who are qualified to prioritize and fulfill the following general job responsibilities:

Principal

The Principal is the School's academic and administrative leader. The Principal also actively participates in development/fundraising efforts, capital planning, and policy development on behalf of the School. As an ex-officio member of the Board, the Principal serves as the key representative for the Preuss School. As the academic leader at the School, the Principal spearheads the development of the school's curriculum and culture. The Principal plans and directs the school's educational program including supervising and evaluating instructional and support staff, directing and overseeing the school budget, and serving as the School's lead spokesperson and liaison with the School Board, the business community, and a variety of educational and community agencies.

The goal of this work is to create and maintain a respectful, responsible school environment that is welcoming to the community and supportive of student effort and achievement. The Principal is the public face of the school in the community, working to build a connection between school and families and other stakeholders that is strong, mutually respectful, and marked by continual communication about student performance and behavior. The Principal's leadership will result in an instructional program, and school environment that prepares every student for the successful matriculation into a four year college or university.

Vice Principal

Under the general direction of the Principal, oversees, directs and coordinates Preuss School student programs. The Vice Principal serves as a key school administrator for student services issues to include student discipline and special education. He/she formulates and develops student personnel policies, advises staff members on problems relating to policy, program, and administration, and directs and assists in planning social, recreational, and curricular programs. The Vice Principal counsels or advises individuals and groups on matters pertaining to student services regarding personal problems, educational and vocational objectives, social and

recreational activities, and financial assistance. The Vice Principal reviews reports of student misconduct cases that require disciplinary action to ensure recommendations conform to Preuss School policies. He/she sponsors and advises student organizations, and represents the Preuss School in the community on matters pertaining to student and personnel programs and activities.

Chief Administrative Officer

Under the general direction of the School Principal, the Chief Administrative Manager (CAO) serves as a school administrator, advisor and resource for the Principal, to promote and achieve the vision and goals of the school. The CAO is responsible for internal and external coordination of all business operations to include management and oversight of financial & budget operations, human resources, information technology systems and facility management. The CAO also participates in any long range and strategic planning processes for The Preuss School UC San Diego. The CAO is responsible to review and evaluate various state legislative measures as well as any other issues that may affect the operations of the school and provide strategic solutions to the Principal to mitigate and resolve them as they may arise. The CAO serves as a key liaison and contact to UC Management, San Diego County Office of Education, San Diego Unified School District and Charter School Organizations, providing information as required and representing the school as needed. The CAO attends Preuss School Board meetings serving as a Board staff advisor and making regular presentations as required. The CAO also assists in the search and coordination of various fundraising and grant coordination activities, establishing and implementing guidelines and procedures for compliance.

Human Resources Officer

Under the general direction of the CAO, this person serves as the Preuss School Human Resource Officer. Duties include management of staffing for the school to include analysis and program direction for various human resources functions, recruitment of staff, merit and incentive awards, employee recognition programs, staff diversity efforts, key liaison with the school district and university on HR policy and guidelines, and negotiation of contracts in consultation with the Principal and CAO. The HR Officer is also responsible for human resources and benefits administration, and monitoring of teacher credential and certification. The HR officer utilizes financial, staff, and student data to create standard reports for purposes of evaluation and information.

Teacher Qualifications

To the extent required by applicable law for charter schools, teachers in the School are required to hold at least a bachelor's degree, Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. All requirements for employment set forth in applicable provisions of law are met, including but not limited to credentials as necessary. Certificated employees are required to submit copies of transcripts, credentials, documentation of work history and

documentation of professional development for inclusion in the individual's personnel file and to be used to document that state and federal requirements are met. All certificated staff are given a memorandum noting any documents that require renewal as a condition of employment.

Teachers are evaluated by the Principal based on the California Standards for the Teaching Profession (CSTP) and policies established by the school.

ELEMENT 6: HEALTH AND SAFETY CONSIDERATIONS

The Preuss School UC San Diego operates in a facility constructed on the east campus of the University of California, San Diego (Voigt & Campus Point Dr.) for that purpose. The School's mailing address is:

The Preuss School UC San Diego
University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093-0536

The School's facilities were constructed in accordance with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements as outlined in the Field Act. Building documents can be accessed on the UC San Diego campus at:

Facilities Design & Construction
University of California, San Diego
10280 Torrey Pines Road, Suite 470
La Jolla, CA 92093-0916

To assure the safety and well-being of its students and staff, each Preuss School employee is required to furnish the Preuss School with the information required by Section 44237 of the Education Code. As part of the hiring process, the Preuss School conducts criminal background checks as required by law through the Livescan process which for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation. In addition, all employees and volunteers are required to submit to a tuberculosis risk assessment and, if necessary, a tuberculosis screening and receive clearance to work at the School every four years.

A nurse is on site 40 hours per week to respond to health care issues as they arise, to maintain student health records, to assure compliance with the School's health and safety policies, and to provide health education for students, teachers, and staff. If needed, students also have access to

private psychological testing and therapy. Participation in such health care programs is not a requirement for admission.

State law requires that all students under age 18, pre-K through grade 12, be immunized against certain diseases. A student who submitted a letter or affidavit to the School before January 1, 2016 stating beliefs opposed to immunization is exempt from this requirement until the student enrolls in the next grade span. At the time of registration, Preuss School requires each enrolling student to have proof that they have received all current due immunizations. All records are kept confidential within each respective student cumulative file. In addition, all required/mandated screening for vision, hearing and scoliosis are scheduled and completed for all required grade levels during the school year.

The School's nutrition program is administered by the District.

The School complies with the Healthy Schools Act of 2000. This Act requires that the preferred methods of pest control at school sites be those utilizing effective, least toxic pest management practices (Integrated Pest Management). Among other requirements, the act mandates the posting of a warning sign in each area of the school site(s) where a pesticide is to be applied. Except in an emergency, the sign is posted 24 hours prior to application and remain posted for 72 hours after application. This law also requires that the school annually provide to all staff and parents/guardians of pupils enrolled at a school site written notification naming all pesticide products that are expected to be applied at their facility during the upcoming year. Notification is mailed to staff and parents/guardians annually with the annual informational mailing that takes place at the start of each academic year.

The School has developed a comprehensive School Safety Plan. The Plan includes information, policies and procedures relative to crime on campus, child abuse reporting, disaster/emergency preparedness and procedures, suspension/expulsion procedures, notification to teachers of dangerous pupils, sexual harassment, student dress codes, and general school site safety. Additionally, the School has established a School Safety Planning Committee and a Crisis Response Team to assist in the development and management of safety procedures. Copies of the Plan are distributed to all teachers and staff, as well as a complete set to the San Diego Unified School District and UC San Diego Police Department. Practice exercises are performed annually to assure that teachers, staff, and students become familiar with procedures and processes in the event emergencies arise. A copy of the Emergency Plan is appended (Appendix 11).

Preuss shall comply with Education Code Section 49414 for emergency auto-injectors.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Admission to The Preuss School UC San Diego is on a nonsectarian basis, and the School does not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid [Ed Code Section 220].

In keeping with its charter to focus on traditionally underserved students, Preuss School students are recruited primarily from elementary and junior high schools in the low income neighborhoods within the San Diego Unified and Sweetwater School Districts. However, students residing in any other school district and attending private or charter schools can attend the School if they meet eligibility and admissions requirements.

From September to December each year, Preuss personnel make presentations, in English and Spanish to teachers and parents at schools and other community locations in low income neighborhoods and distribute flyers and application materials at schools, churches, local libraries, and community organizations such as San Diego Urban League and The Parent Institute. Information materials about the School and application packets are printed in English and Spanish, and Preuss personnel are available to assist with application preparation. Other outreach efforts include an Open House for families interested in joining The Preuss School UC San Diego. Application materials are posted on the Preuss School website: <http://preuss.ucsd.edu>.

The Preuss School UC San Diego seeks to achieve racial and ethnic balance among its pupils that is reflective of the population within the District as a whole, through its admissions criteria and procedures, in a manner that is consistent with applicable State laws. The demographics at Preuss School reflect the low income communities from which the School draws most of its students. Historical and current data are as follows:

Preuss School Demographics, 2013-2018

(Percent of Enrolled)

Year	Hispanic	African American	Asian	Caucasian/ Other
2013-14	68	10	19	3
2014-15	68	10	19	3
2015-16	68	10	19	3
2016-17	67	11	19	3

2017-18	67	11	19	3
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The School has a robust outreach program. Outreach and recruitment materials are disseminated broadly to elementary and middle schools that serve the socio-economic families Preuss seeks to attract. Materials are offered in both English and Spanish. Additionally, recruitment sessions are scheduled in the neighborhoods so that questions can be answered and guidance about the application process shared. Appendix 9 contains samples of the School’s 2017-18 outreach and recruitment materials. The School has always welcomed students with special needs and those whose primary language is not English, and in 2008 language was added to materials to specifically state that applications from special needs and ESL students are welcome and encouraged.

ELEMENT 8: ADMISSIONS REQUIREMENTS

The Charter Schools Act of 1992 provides that charter schools may adopt admissions criteria for students. The mission of The Preuss School UC San Diego is to provide an intense college preparatory environment for low income student 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 the student is enrolled, and to provide additional supports as needed. These records are not requested or reviewed until after the lottery has been completed. Failing to provide requested records or providing false information on the application may be grounds for rescission of admission.

1. Admissions Preferences

6th Grade:

- a. Students from low income families as that term is used in Subchapter 1 for the purposes of Federal school assistance for Disadvantaged Children (20 U.S.C. §6301 et seq.), which generally includes families whose income does not exceed 185 % of the Federal poverty standard;
- b. Students whose parents or guardians have not graduated from any four-year college or university at the time of application, including those located outside of the United States; and
- c. Students in the San Diego Unified School District.

7th, 8th and 9th Grades:

- a. Siblings of students already enrolled at The Preuss School UC San Diego;
- b. Students from low income families (as defined above);
- c. Students whose parents or guardians have not graduated for any four year college or university at the time of application; and
- d. Students in the San Diego Unified School District.

The Preuss School does not admit students beyond the 9th grade.

2. Lottery

Student recruitment for the School occurs each year between September and December. When there are more eligible students requesting admission to Preuss than there are spaces available, students are selected by a public random lottery. Lottery procedures, date, and time are communicated to applicants via the School's newsletter, website (<http://preuss.ucsd.edu/>), and the application itself.

- a. All students who submit a fully completed application are entered into the lottery.
- b. The lottery takes place on the School's campus in February each year.
- c. The lottery is administered in public via computer program designed to randomly select students by grade level and in order of preference.
- d. The drawing continues until all names are drawn. After all spaces are filled, students are placed on a waiting list in the order drawn.
- e. The waiting list is valid for one year. Students are admitted off of the waiting list as openings become available. Families are contacted by telephone or in writing and are given several days to respond.
- f. There are typically several witnesses to the lottery, including a Preuss School Board Member and Teacher, the Preuss School Principal, and members from the community at large.

- g. A written confirmation as to the lottery's fair execution is retained in The Preuss School UC San Diego records.

ELEMENT 9: FINANCIAL AUDIT

The Preuss School UC San Diego has contracted with an accounting firm with K-12 expertise and obtains, annually, an independent annual financial audit that is conducted in accordance with generally accepted accounting principles applicable to UC or to The Preuss School UC San Diego, if different. The external auditor has full access to records and systems of the School. The University appoints an internal auditor to act as liaison between the external auditor and the University's General Accounting personnel so that records relevant to the School may be obtained as needed. The University Administrator and Treasurer review the financial audit. Audit results, including findings, exceptions or deficiencies, are brought to the attention of The Preuss School UC San Diego and the Board of Directors through the Board's Finance Subcommittee. Each finding is addressed accordingly in writing by the School's Principal and Business Manager and resolved to the satisfaction of the district as required by Ed Code section 47605(b)(5)(I), within 180 days and then sent to the District, SDCOE and CDE. They are responsible for creating and implementing internal controls or systems that resolve issues highlighted in the audit process and provide follow-up reports as necessary to those agencies.

The Preuss School UC San Diego provides the District and the SELPA with a copy of the annual audit and any accompanying management letter provided by the audit firm. Annual distributions of the Audit report are made by December 15th of each year to the following entities: California Department of Education, County Office of Education, California State Controller, and the San Diego Unified School District. A copy of the 2016-17 audit report is included in Appendix 8.

ELEMENT 10: STUDENT EXPULSIONS

The Preuss School UC San Diego has developed a Student Safety Plan, which includes the Student Code of Conduct, the Discipline Policy, the Honesty Policy, and the Student Retention Policy. The Plan delineates expectations for behavior as well as consequences for violations. With respect to discipline, in practice, the School follows a progressive discipline approach, modeled after the District's policy, with the most serious offenses drawing suspension or even expulsion after appropriate investigations. The School typically recommends expulsion for assault and battery, possession of weapons or other dangerous objects, controlled substances, robbery, possession of tobacco or other nicotine products, and hate crimes. No student is suspended or expelled solely because of poor grades. Each student and parent or guardian is given a copy of the Student Code of Conduct; both are required to acknowledge that they have read and understand the Code of Conduct. Signed acknowledgements are retained on file at the School. A copy of the Student's Code of Conduct, is appended (Appendix 12). The Preuss School uses an Expulsion Policy modeled after

the SDUSD Expulsion Policy (6295), including students with special needs. Students suspended from the school, and recommended for expulsion, are referred to an Expulsion Review Panel to consider the recommendation to expel a student.

The Preuss School's procedures for suspension and expulsion ensure due process for students and parents. The Preuss School defines suspension and expulsion in the same manner as the District. The Preuss School also uses the term "immediate removal" to mean the same as expulsion for cases of vandalism and graffiti. The term "dismissed" is used for students who are not meeting the behavior standards at the school.

Listed below are: the Reasons for Suspension, the Suspension Process, Issues for Students with Exceptional Needs, the Appeal Process, Reasons for Expulsion, the Expulsion Process, and the Expulsion Hearing Process.

Reasons for Suspension

A student may be suspended if a school investigation shows the student—while on school grounds, going to or from school, during lunch period (on or off campus), or during, or while going to or from, a school-sponsored activity—has engaged in any of the following acts:

1. **Weapons and/or explosive devices:** Students may not possess any type of weapon on campus, or on the bus to and from campus (Refer to the Zero Tolerance Contract). A weapon is defined as a firearm, pistol replica, starter pistol, stun gun, BB gun or pellet gun, a knife of any size or type, a dirk, dagger, razor, slingshot, or any explosives or fireworks. Any object used in a dangerous manner will also be considered a weapon. Lighters are dangerous objects and may lead to expulsion.
2. **Harassment:** Harassment of any kind will not be tolerated at The Preuss School UC San Diego. Harassment includes, but is not limited to threats and or continual comments, either verbally or in writing, which causes a negative impact on another person. Sexual harassment can be defined by unwanted sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature (Refer to the Sexual Harassment Policy). Racial harassment may include slurs, insults, or name calling which may result in hostility, anger and fear. The Preuss School UC San Diego is committed to making our campus free of harassment. Students should report any kind of harassment to their teachers, the counselor or to the Vice Principal.
3. **Fighting:** Students must not cause, attempt to cause, or threaten to cause physical injury to another person.
4. **Tobacco, alcohol, drugs:** The sale, furnishing, possession, use or being under the influence of any of these substances is against state law. Students must not possess drug paraphernalia. If you are found to be using, selling, furnishing or possessing a controlled substance, you will be recommended for expulsion on your first offence. Possession of a lighter may also result in expulsion.

5. Threats: Students must not threaten other students or staff members.
6. Stealing and extortion: Students must not steal or attempt to steal school or private property. Students must not use intimidation or violence to obtain money or items of value.
7. Vandalism: Any student who maliciously damages or defaces school or personal property is required by law to pay for damages, and will be subject to immediate removal from the school.
8. Profanity: The use of offensive words or profanity is not allowed.
9. Cheating: Cheating is not allowed. Students are expected to his/her own work (Refer to the Academic Honesty Policy).
10. Graffiti: Graffiti will not be tolerated anywhere on campus. Any form of graffiti is prohibited.
11. Disorderly conduct: Students should not engage in pushing, shoving or horseplay in an aggressive manner.
12. Tardiness or truancy: Students are expected to be on time and in class daily. Excessive tardiness will affect citizenship grades. It is the student's and parent's responsibility to clear absences (Refer to the Attendance Policy in the Student Handbook for more information).
13. Abusive conduct with computers/network: Such conduct would include, but not limited to, damage or theft of system hardware or software; the altering of any system software configurations; placing unlawful information, computer viruses or harmful programs on any computer; and pirating copyrighted software. Any unauthorized electronic entry, including but not limited to any access downloading and/or printing of materials which would be considered pornographic, unlawful, obscene, or otherwise objectionable by any staff member.

Suspension Process

Once a decision is made to suspend a student, a parent or guardian is contacted, and a meeting is set up to include the student, parent or guardian, and appropriate staff. The meeting is held at the school site. Parents who are not able to come to school can participate in the meeting over the telephone.

Suspension by Principal or Designee

A principal or designee may suspend a student from school for a maximum of five school days in a row for any single action considered reasons for suspension. This is known as a "formal" or "out of school suspension." The process includes several key steps:

1. A suspension occurs after an informal conference, held by the principal/principal's designee between the student and, whenever possible, the school employee who referred the student. At this conference, which may be conducted over the phone or held at the school, the student will be informed of the reason for the disciplinary action and the evidence that

lead to the action. The student must be given an opportunity to present his or her own evidence in defense.

2. A student may be formally suspended without the informal conference only if it is determined that an emergency situation exists. This means a situation determined by the principal/principal's designee to create a clear and present danger to the lives, safety or health of students or staff. If a student is suspended without the informal conference, both the student and the parent or guardian will be notified of the student's right to a conference, and of the student's right to return to school for the purpose of a conference.
3. The informal conference will be held within two school days, unless the student waives this right, or is physically unable to attend for any reason. The conference will then be held as soon as the student is physically able to return to school for the conference.
4. When any student is recommended for suspension for any reason requiring police notification, a School Police officer may be brought in to investigate the situation and possibly detain the student.
5. If, upon hearing the student's version of events and examining any evidence presented, the principal/principal's designee determines a suspension is not required, the student may be returned to his or her regular placement, or be referred to an alternative program.
6. The teacher of any class from which a student is suspended may require that the student complete assignments and tests during the suspension period. Additionally, any parent or guardian may specifically request class assignments and tests during the suspension period.

Within one school day of the beginning of any suspension, suspensions must be entered in student's discipline history. Information about substance abuse intervention contracts is also included, if applicable. A "Report on Suspension" notice is also mailed to the parent or guardian. This includes information such as:

1. A statement of facts leading to the decision to suspend the student.
2. The date and time when the student will be allowed to return to school.
3. Information about the rights of the student or parent to request an appeal of the suspension.
4. Information about the rights of parents/guardians to have access to the student's records.
5. A request that parent/guardian meet with school officials on or before the third consecutive day of a suspension at which time all matters related to suspension are discussed.

6. A notice that state law requires parents/guardians to respond to these requests without delay.

Issues for Students with Exceptional Needs

A student with exceptional needs, or who is eligible for services under Section 504 of the Rehabilitation Act, may be suspended for up to ten days total in any one school year.

An IEP team meeting is convened within ten (10) school days of any decision to change the placement of a student for disciplinary reasons. The team evaluates whether:

- The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- The conduct in question was the direct result of the local educational

If the IEP team determines that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability, and the IEP team will either conduct a functional behavioral assessment and implement a behavioral intervention plan, or review and modify an existing behavioral intervention plan. The student will be returned to the placement from which the student was removed unless the parent and School agree to a change of placement.

If the IEP team determines that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to a student without disabilities.

As is the case for all students, a student may be suspended for up to, but not more than, ten consecutive school days if he or she poses an immediate threat to the safety of himself/herself or others. In a case where a student is considered truly dangerous, a suspension may exceed the ten days if ordered by the court, or if the student's parent/guardian agrees. For suspension of ten days or more, the student will be provided written notice of the charges and an explanation of the student's basic rights, and will be provided a hearing adjudicated by a neutral officer within a reasonable number of days.

Students may not be suspended for more than ten days in a school year if the suspensions constitute a pattern in regards to the length of each suspension, the proximity of the suspensions to one another, and/or the total amount of time a student is removed.

Appeal Process

During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process. All suspension appeals are handled by the School and The Preuss School Board of Directors, which must follow several steps to complete the appeal process:

1. To initiate an appeal, the student or parent or guardian must contact the Preuss School Board of Directors within three weeks of the date of the suspension.
2. The Board will mail to the student or parent/guardian the “Request for Suspension Appeal” form with instructions to complete and return the form so that it is received no later than three weeks after the date of the principal’s decision to suspend.
3. The Preuss School Board will use information provided on that form to determine whether or not the principal suspended the student properly and followed all applicable procedures. Based on the information submitted or requested, the Board may make one of the following decisions regarding the suspension.
 - Uphold the suspension
 - Uphold the suspension but clear the student’s record of the suspension at the end of the semester, if the student has no additional discipline problems in the School
 - Determine that the suspension was not within the School’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student’s permanent record, or shared with anyone not directly involved in the proceedings.
4. The Board will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed to the school principal.

Reasons for Expulsion

If a student’s behavior falls under any of the outlined reasons for suspension, he or she may also be recommended for expulsion by the principal or designee. The Zero Tolerance Policy is designed to make the School safe for students and create an appropriate learning environment. “Zero tolerance” means the rules are strictly enforced for everyone: no excuses or exceptions. Under this Zero Tolerance Policy, the Principal must recommend expulsion if students engage in the following prohibited conduct on school campus or at a school-sponsored activity, whether on or off campus and whether during class time, recess or lunch or before or after school hours:

1. Use, possession or brandishing of a weapon. Examples of “weapon” include a firearm, pistol replica, starter pistol, stun gun, BB gun or pellet gun, a knife of any size or type, a dirk, dagger, razor, slingshot, or any explosives or fireworks. The Principal may determine that any other object used in a dangerous manner is a “weapon” for purposes of this rule.
2. Repeated incidents of violent acts or causing serious injury to another person.
3. Attempting to commit or committing a sexual assault and committing a sexual battery.

4. Selling, furnishing or knowingly using or possessing alcohol, tobacco or any drug other than one prescribed for the student's use.

The Principal may recommend expulsion if the student engages in prohibited conduct on the way to or from school, or to or from a school activity, on the school bus or a school van or otherwise under the auspices of the school. Expelled students will not be readmitted to the Preuss School.

Expulsion Process

Within thirty school days of the principal's or designee's determination to recommend expulsion, the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- Date and place of the hearing.
- The specific facts and charges upon which the proposed expulsion is based.
- A copy of the district disciplinary rules which relate to the alleged violation.
- Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney or advocate.
- Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- Explanation of the right to confront and question all witnesses who testify at the hearing, and to question all other evidence presented.
- Explanation of the right to present evidence on the student's behalf, including witnesses.

A student is entitled to one postponement of an expulsion hearing. Once the hearing has started, it must be conducted without any unnecessary delay. A parent or guardian may also choose to waive their rights and agree to a stipulated decision.

The Expulsion Hearing Process

School administrators appoint an Expulsion Review Panel to conduct the hearing to consider the recommendation to expel a student. The panel is made up of at least three members. These members may be UC San Diego faculty, administrators or currently employed or retired certificated staff members, such as counselors, teachers, vice principals or principals. The meeting is closed to the public unless the student or student's parent or guardian submits a written request that the hearing be conducted in public. Hearings may be taped recorded and students have access to written materials presented to the panel. At the end of the hearing, several different actions may take place:

- If the Expulsion Review Panel decides not to recommend expulsion, the proceedings are terminated and the student is immediately reinstated. The School will inform the parent or guardian of the panel's decision. A decision not to recommend expulsion is final.
- If the Expulsion Review Panel decides to recommend expulsion, the recommendation is forward to the Preuss School Board.

Upon reviewing the recommendations, the Preuss School Board will either support the recommendation and order the expulsion, or reject the recommendation and suspend the expulsion order. If the Board rejects the expulsion, the student will immediately be reinstated to the School.

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action.

ELEMENT 11: RETIREMENT PROGRAMS OFFERED TO EMPLOYEES

The Regents of the University of California shall be the employer of the employees of The Preuss School UC San Diego for purposes of Chapter 12 of Division 4 of Title I of the California Government Code, which provisions shall apply to The Preuss School UC San Diego.

All credentialed and certificated employees hired to work at the School are hired as employees of the University of California and thus participate in the University of California Retirement System (UCRS).

State Teachers Retirement System (STRS) provides concurrent retirement benefits with UCRS. There are only two certificated employees who have been "grandfathered in" for STRS. All other employees participate solely in the UCRS. The Public Employees Retirement System (PERS) shares reciprocity agreement with UCRS.

ELEMENT 12: ATTENDANCE ALTERNATIVES

The Preuss School UC San Diego is a school of choice; no student shall be required to attend. Students wishing to attend The Preuss School UC San Diego shall meet all admissions requirements and submit an application for consideration; students wishing to attend another public school, within the San Diego Unified School District or elsewhere, may do so in accordance with that district's policy. Students attending The Preuss School UC San Diego have no right to admission in a particular school of any district as a consequence of enrollment in the School, except to the extent that such right is extended by the district.

ELEMENT 13: EMPLOYEE RIGHTS

Persons employed by The Regents are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the School and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. The School shall not have any authority to confer any rights to return on District employees. Employment by the School provides no rights of employment at any other entity.

Equal Opportunity Employer

No applicant seeking employment at Preuss School shall be discriminated against because of ethnicity, national origin, gender, sexual orientation, disability, or any other basis prohibited by law. The Preuss School UC San Diego follows all UC rules, regulations and policies as an Equal Opportunity Employer.

New Employees

The Preuss School UC San Diego hires employees to serve the School through the University of California, San Diego. All persons hired at Preuss shall be employed on such terms and conditions established by the School, in accordance with UC employment policies and practices.

ELEMENT 14: DISPUTE RESOLUTION

In the event of a dispute between The Preuss School UC San Diego and the District regarding the terms of this charter, both parties agree to apprise the other, in writing, of the specific disputed issue(s). For disputes governed by other agreements between The Preuss School and the District, the appropriate agreement shall govern the dispute resolution process. In the event the District believes the dispute relates to an issue that could potentially lead to revocation of the charter, the District agrees to specifically note that possibility in the written dispute statement, unless there is a severe and imminent threat to student health or safety. California Code of Regulations section 11968.5.2 shall govern charter revocation. Within 30 days of sending written notice of a dispute, or longer if both parties agree, a School representative, a District representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this meeting fails to resolve the dispute, two representatives from each organization shall meet again at the earliest mutually convenient date to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, The Preuss School UC San Diego representative and the District representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third-party mediator to assist in dispute resolution ("Mediation"). The format of the Mediation shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Unless jointly agreed, the Mediation shall conclude within 45 days. Each party shall bear their own costs associated with dispute resolution, including attorneys' fees, and shall bear one-half the costs of the Mediation.

In the event the Mediation does not result in resolution of the dispute, both parties agree to continue good faith negotiations until they mutually agree that mutual resolution is not possible. If

the District reasonably determines that The Preuss School UC San Diego is in violation of the charter so as to constitute a severe and imminent threat to the health and safety of the School's students, then the dispute need not be referred to mediation and the District reserves the right to take any action it deems reasonably necessary and The Preuss School UC San Diego reserves the right to seek legal redress for any such actions under the law.

ELEMENT 15: CLOSURE PROCEDURES

In the event of School closure, the Regents and the Board will designate a responsible entity to conduct closure activities, and all closure activities will be funded by the School's reserves.

Documentation and Notification of Closure

In the event of revocation, non-renewal, or closure, the School will provide notice to:

1. Parents or guardians of students
2. The San Diego Unified School District
3. The San Diego County Office of Education
4. The El Dorado County Office of Education Charter Special Education Local Plan Area
5. The University of California Retirement Plan (UCRP) and the State Teachers Retirement System (STRS), and any other retirement systems in which the School's employees participate
6. The California Department of Education (CDE) – notice to be received within ten calendar days of any official action taken by the chartering authority.

Notification will include:

1. The effective date of the closure
2. The name of and contact information for the person handling inquiries regarding the closure (person to be determined by Board)
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

Notification to the CDE will also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

The School will announce the closure to any school districts that may be responsible for providing education services to the former students of the School. These districts can then assist in facilitating student transfers. If possible, closure would occur at the end of an academic year.

School and Student Records Retention and Transfer

In the event of School closure:

1. All employee files will revert to UC San Diego Human Resources Department as all Preuss School employees are hired by UC San Diego.
2. The School will provide a list of students in each grade level and the classes they have completed to the entity responsible for conducting the closure (entity to be determined by Board)
3. The School will provide the students' districts of residence to the entity responsible for conducting the closure
4. The School will transfer all student records, state assessment results, and any special education records to the custody of the entity responsible for conducting the closure (entity to be determined by Board)
5. The School and the District will establish a process for student record transfer to the students' home district or other school to which the student will transfer. The School and the District will assist parents in student transfers. The District will accept charter school records in the event that Preuss is unable to maintain them.

Financial Close-Out

After receiving notification of closure, the CDE will notify the School and District of any liabilities the School owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the School if it has reason to believe that the School received state funding for which it was not eligible. An independent final audit will be completed within six months after the closure of the School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the School.

This audit may serve as the school's annual audit.

Any annual reports required, including preliminary budgets, interim financial reports, second interim financial reports and final unaudited reports will be submitted as soon as possible after the closure action to all required parties, but no later than the required deadline for reporting for the fiscal year.

Disposition of Liabilities and Assets

The closeout audit will determine the disposition of all liabilities and the disposal of any net assets remaining after all liabilities have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
4. The Preuss School facility, now held in the name of The Regents of the University of California will remain with the University of California, San Diego.
5. All unrestricted assets of the School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the School, shall remain the sole property of the The Regents. Other assets such as furniture, equipment, textbooks, etc. will be distributed according to the fund source used to acquire those assets. That is, assets purchased with UC Student Academic Preparation Program or fundraising dollars, or through grant awards will be retained by UC San Diego.

IV. OTHER CONSIDERATIONS

A. DISSEMINATION EFFORTS

The School is delivering on its promise to improve educational opportunities for low income students in many ways. Gompers Charter Middle School and Lincoln High School in San Diego have formed partnerships with UC San Diego's CREATE and adapted many of Preuss' best practices such as extending instructional time to provide students with more learning opportunities without

reducing the rigor of instruction, placing professional development within the school day to help develop a common culture of learning among teachers, and asking (but not requiring) parents to volunteer at the School to make them a part of the school's college-going culture of learning.

The Preuss School UC San Diego model is influencing policy and practice more broadly in the UC system. UC Berkeley, UC Davis, and UC Los Angeles have opened charter schools with a college preparatory emphasis on or near their campuses. This work has caught the attention of educators worldwide, as reflected in our visitors from Sweden, Korea, and China, as well as from across the nation. Many wish to see the model spread to other UC campuses, and other colleges and universities, including University of Arizona, Arizona State University, University of Chicago, and Penn, have visited the School and have incorporated some of Preuss' features in their school improvement efforts.

By multiple measures, The Preuss School UC San Diego has been a phenomenal success, as exemplified by the following:

- 2017 NASSP Redesignated Breakthrough School
- 2017 *U.S. News & World Report* has ranked Preuss as #54 in nation, #5 in CA, and #1 in San Diego
- 2017 *Washington Post* ranked Preuss as #65 in the nation, #7 in CA and #1 in San Diego
- Named the top “change-making” school in *The Daily Beast’s* “America’s Top High Schools 2014” rankings.
- Recognized by *Newsweek* as the Top Transformative High School in the nation for three years in a row: 2011, 2012, 2013.
- Ranked one of the top five charter high schools in California in a 2013 report by the University of Southern California and consistently ranked as one of America’s best high schools by *Newsweek*, *The Washington Post* and *U.S. News & World Report*, among others.
- Please see AP, CAASPP, and college-going rates in Appendix 2.
- From 2013-2017, more than 70 colleges and universities visited the School for recruiting purposes.
- On average, more than 90% of the students from all of our graduating classes have been accepted to a four-year college or university upon graduation. Of this number, approximately 50% is accepted by the University of California and other competitive private institutions such as Harvard, MIT, and Claremont Colleges.
- Preuss has had 39 Gates Millennium Scholars in 13 years and 10 QuestBridge Scholars over the last 5 years.
- 52% of Preuss graduates from 2004-2011 have graduated from college.

Articles about the School as a model for urban school renewal and annual reports on student performance can be found on the UC San Diego CREATE website: <http://create.ucsd.edu/>.

B. LIABILITY COVERAGE OR INSURANCE

The Regents of the University of California (Regents) shall defend, indemnify, and hold the District, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the operation of The Preuss School UC San Diego pursuant to this Charter and Education Code section 47624, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the Regents, its officers, employees, or agents.

The District shall defend, indemnify, and hold the Regents, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the operation of The Preuss School UC San Diego pursuant to this Charter, but only in proportion to and to the extent that such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.

1. Regents' Insurance

The Regents, at its sole cost and expense, shall insure its activities in connection with this Charter and obtain, keep in force and maintain insurance, or equivalent self-insurance, as follows: Comprehensive or Commercial General Liability; Comprehensive or Business Automobile Liability, Worker's Compensation; Professional or Directors Liability (Errors & Omissions); Property Insurance (including contents); and Employment Practices liability.

a. General Liability (contractual liability included) with minimum limits as follows:

1. Each Occurrence \$5,000,000
2. Products/Completed Operations Aggregate \$1,000,000
3. Personal and Advertising Injury \$1,000,000
4. General Aggregate \$10,000,000

This insurance shall be primary without right of contribution from insurance or self-insurance purchased by, maintained, or on behalf of, the District.

b. Business Automobile Liability Self-Insurance Program for owned, non-owned, or hired automobiles with a combined single limit of not less than two million dollars (\$2,000,000) per occurrence.

c. Property, Fire and Extended Coverage in an amount equal to one hundred percent (100%) of the full replacement value of the buildings and improvements at The Preuss School, and the costs of demolition and debris removal.

- d. **Errors and Omissions Liability** conforming to the following requirements: Errors and Omissions Liability shall cover the Charter School for those sources of liability arising out of the rendering or failure to render consultancy or advisory service, or any other service of a professional nature in the performance of this MOU, including all provisions regarding financial management. The maximum limits to be maintained by the Charter School shall be \$2,000,000 per claim.
- e. **Workers' Compensation** as required by state law.
- f. **Employment Practices Liability Insurance:** Charter School shall maintain employment practices liability coverage with minimum limits no less than \$1,000,000/\$2,000,000 per claim/annual aggregate, or equivalent.

The coverages referred to under a. and b., above, shall include the District as an additional insured. Such a provision shall apply only in proportion to and to the extent of the negligent acts or omissions of the Regents, its officers, agents and employees. The Regents, upon the approval of the charter renewal, shall furnish the District with certificates of insurance and/or certificates of self-insurance evidencing compliance with all requirements. Certificates shall provide for the delivery of notice to the District, in accordance with the policy provisions, of any material modification, change, or cancellation of any of the above insurance coverages. To the extent that the Charter School obtains insurance providing "claims made" coverage, such coverage shall include a rider or endorsement that shall provide for coverage for no less than three (3) years following termination of the policy. The coverages required herein shall not limit the liability of the Regents.

C. FUNDING AND ADMINISTRATION OF APPROPRIATED FUNDS

- a. The Treasurer of the Regents of the University of California acts as treasurer for The Preuss School UC San Diego and shall establish one or more accounts in the name of The Preuss School at UC San Diego. No charges shall be levied by the Regents for the administration of such funds.
- b. The San Diego County Treasury shall establish and maintain cash accounts for The Preuss School UC San Diego. The School shall receive, through these accounts, those funds, appropriations and apportionments to which it is entitled. The local control funding formula (LCFF) was enacted in 2013 and established base, supplemental and concentration grants to replace general purpose block grants and many categorical programs. A base grant is provided for each average daily attendance (ADA). A supplemental grants provides an additional 20% of the base grant for an unduplicated count of students who are English learners, eligible for a free or reduced-price meal, or foster youth. The formula also provides a concentration grant equal to 50 of the adjusted base grant multiplied by ADA and the percentage of targeted students exceeding 55 % of total enrollment. The School shall also receive a

proportional share of all funds available to the District for the student population served by The Preuss School UC San Diego, if the School's ADA was used to secure those funds.

- c.* The Preuss School UC San Diego shall elect to have the Superintendent of Public Instruction annually compute the School's funding amounts. Such funding amounts include an amount in lieu of property taxes, distributed monthly.
- d.* Preuss applies for Federal categorical funds annually; they are distributed quarterly to the San Diego County Treasury and subsequently wired to the School. Federal Cash Management reporting is required, along with data updates in the winter and spring.
- e.* The Preuss School UC San Diego shall authorize in writing any transfers from its County treasury account to the District for services rendered. The District will not cause funds to be transferred out of The Preuss School UC San Diego treasury account without the School's written authorization.
- f.* Special Education funding is provided monthly by the El Dorado Charter SELPA via check for deposit. Annual and semi-annual reporting is required.

D. PREUSS SCHOOL FACILITIES

The Preuss School UC San Diego conducts most of its operations on the campus of UC San Diego and on land owned by UC. In addition, The Preuss School UC San Diego has constructed on such land, at no cost to District, facilities for school purposes held in the name of the Regents. The Preuss School UC San Diego may also conduct operations at other sites within or without the County of San Diego. No District school site shall be used on a regular basis by The Preuss School UC San Diego without the consent of the District.

In 2014, The Preuss School Board's education subcommittee and long-range planning subcommittee identified a programmatic need for additional classroom space to support technology and engineering coursework. Robotics, pre-engineering and engineering students learn in the classroom and online about various STEM topics, projects and applications and then apply what they learn in a lab by developing prototypes, testing various models and building support materials that foster critical thinking, problem solving, cooperation and communication. These are important components of the Common Core State Standards. The School was awarded funding to create a Fabrication Lab in a double-sized portable unit which will be half-lab, half-fabrication shop with proper work benches, tool storage, and safety features.

The School has applied for and received e-rate funding to update connectivity, and is also utilizing Prop 39 clean energy funding to upgrade lighting and install photovoltaic panels to increase energy efficiency.

In the wake of school shootings, Preuss has established a Single Point of Entry (SPO), implemented School Safety software at the front desk to check all visitors against the Megan’s Law database, installed exterior security cameras, and is installing panic buttons and ShotSpotter to tie in with the local police department for the most rapid response possible in the event of a disturbance.

E. TERM OF RENEWAL

This Charter renewal shall expire five years after it has been approved and becomes effective.

F. REVOCATION

In the case of revocation of the Charter, The Preuss School UC San Diego and the SDUSD will comply with the revocation procedures set forth in the California Education Code and the California Code of Regulations.