

# CHARTER RENEWAL REQUEST FOR PREUSS SCHOOL UCSD

Charter No. 169  
University of California, San Diego  
San Diego Unified School District

## INTRODUCTION

Development of Preuss School UCSD ("Preuss School" or "School") came out of a desire by the Chancellor and faculty of the University of California, San Diego ("UCSD") to arrest a decline in the number of students from low income communities who are competitively eligible for admission to the University of California ("UC" or "University"). Low income and historically underrepresented students have never approached parity with middle class and more affluent populations for UC college admissions and since the mid-1980's, UC admissions, enrollment, and graduation rates of students from underrepresented populations have steadily declined. Demographic trends and demands of the world's knowledge-based, technology-driven economy mandate preparation of the greatest possible number of K-12 students for a university education. A college degree is the new bench-mark for viability in the post-industrial era.

The Preuss School UCSD is designed as a grade 6-12 school, with an intensive college preparatory educational environment for low income students who would represent the first generation in their families to graduate from a four year college or university. The school is currently envisioned to serve approximately 800 students but reserves the right to serve a maximum of 1000 students. Through the application of tutor-assisted teaching, a single track college preparatory curriculum, small classes, and extensive use of technology, the goal is to create a highly enriched middle and high school instructional environment that will prepare the graduates to distinguish themselves academically so they will be competitively eligible for admission at the University and other selective institutions of higher learning.

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Above all, the Preuss School provides an environment where students are continually encouraged and empowered to develop a greater sense of confidence and self-worth through self-sufficiency and a sense of pride in their academic accomplishments. The School fosters a culture of high academic performance in an environment that encourages risk-taking. Students are taught the art of questioning and logical and critical thinking. The Preuss School experience will be deemed successful if 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 student families, community institutions, and the School share responsibility for encouraging young people to develop both as scholars and as citizens.

The School is conceived as a “model” in that it provides an enriched educational environment, effective curricular frameworks, academic and social support systems, innovative ways 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 circumstances.

In 1998, Preuss School UCSD proposed a new collaboration between the University of California and San Diego Unified School District (“District”) whereby successful new practices will be adapted and transferred to UCSD partnership and other public schools. The UCSD experience will also serve other colleges and universities in California and the United States as they develop charter schools. In summary, the Preuss School serves as a model for:

- other university and college based charter schools
- 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
- research venue to examine best practices
- transfer of best teaching practices to K-12
- transfer of curriculum materials to K-12
- university students, staff, and faculty engagement with K-12
- enrichment through exchange with K-12 partnerships

## **ELEMENTS OF SUCCESS**

### **Element 1, Educational Program**

#### **1. 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 UCSD holds the deep belief that adolescents from all income levels and ethnic/racial groups will only perform well in “high-expectations environments,” the Preuss School performs what many believe to be the impossible.

Research and common observations have well established a direct link between academic achievement and family income. 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 University. Accordingly, the targeted student is one who comes from a low socioeconomic background (family income of no more than 200% above poverty level) 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 must show academic potential e.g., intellectual curiosity, studiousness, demonstrated leadership, determination, and willingness to work hard. The targeted students are those who can clearly benefit from the experience of attending the Preuss School 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 UC or other selective higher education institutions. The Preuss School is not intended to compete with San Diego City Schools by attracting only 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 low income neighborhoods (e.g., Downtown, Barrio Logan, Golden Hill, North Park, Mid-City, East San Diego, and Southeast San Diego) will be targeted for outreach. These are the communities where the 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 drop out 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 price lunches.

## **2. Curriculum and Instructional Program**

### **a. *Teaching Methodologies***

At Preuss School, teachers use a variety of research based teaching methodologies that promote student understanding of subject matter disciplines and promote critical thinking skills. For example working weekly with a UCSD professor of Mathematics, mathematics teachers are challenging traditional methods and developing alternative ways to assist students to understand mathematical concepts. Language arts teachers follow key elements of the Literacy framework 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 what works in classroom instruction, Preuss School teachers follow the Research on Instruction literature that stresses the nine essential strategies-that have been shown to increase student achievement. (Marzano, Pickering, Pollock, 2001).

Professional Development is provided to teachers weekly in a two-hour block of time. The professional development is provided to enable teachers to teach the standards and frameworks and keep current on best practices. In each session a teacher staff developer or University resource leads the workshops on effective teaching strategies. Coaching is

also provided by the principal and one of two teacher coaches for beginning teachers as well as teachers who request assistance. Backward Design Planning has been an important element of professional development. Through this process, teachers begin each unit with what standards students should know, what essential questions should be answered and asked and, finally, what activities will promote deep understanding. (Wiggins, McTighe, 1998). *Appendix I* includes examples of in-service offerings for the 2002-03 academic year.

The school uses the Acronym ICLEAR—Inquiry, Collaboration, Evidence, Application, and Research—to drive student reflection on what they have learned. Thus students are asked to apply the acronym on an ongoing basis in order to develop the habit of thinking metacognitively. ICLEAR forms are used in all classes for students to note the areas that they do not understand. Follow up occurs in Advisory classes where tutors provide assistance.

#### **b. *College Prep Curriculum***

The curriculum offered in the School 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 that are available. By devoting significant resources (“scaffolds” in the form of small classes, tutors in every course, high school courses integrated with University courses, 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 at the high school level take four years of mathematics, four years of English, four years of Science, three to six years of Spanish or another language if they pass the AP Spanish test, four years of history/social science, and three years of college preparatory electives such as fine arts at the high school level. Preuss School students are expected to master the “first principles” of these disciplines. Further, consistent with US Department of Education (1993) expectations, we want our graduates to be able to analyze, interpret, explain, organize, synthesize, evaluate, and communicate important intellectual experiences.

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 will also feature the threading of appropriate writing assignments in specific subject areas and across the disciplines. Students in the middle school will begin their foreign language (Spanish) study and continue into high school.

**c. *Mathematics and Science Instruction Model***

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

To accomplish these goals, all students at the Preuss School take four years of mathematics and four years of science and have ready access to internet and computer resources. Traditional mathematics topics (algebra, geometry, trigonometry, calculus and/or statistics) are offered to provide wide range of mathematical tools for scientific exploration. The 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 12<sup>th</sup> grade that is yet to be determined, 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. As a result of the high level of preparation in grades 9-11, it is expected that many Preuss School seniors will be prepared to take regular UCSD science and mathematics courses as part of their final year of course study.

**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 U.S. 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 such activities 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 will enable 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 will prepare students to become confident and independent readers of challenging and relevant literary texts representative of diverse cultures. A process-based approach to writing will enable 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 will be 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 reached Spanish 7-8.

***g. Community Service***

Students who attend the Preuss School in La Jolla are physically and culturally distant from their family and community. In order to help keep students positively connected to their home communities, students are involved in community service activities as an institutionalized part of students' educational experience. As an example, service is modeled after the UCSD Thurgood Marshall College "Partners at Learning Program." 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.

***h. Tutors, Mentors and Interns***

Under the Preuss School model, classroom instruction can be transformed. Rather than having one teacher carry the full burden of classroom instruction, the School's pedagogic design is to incorporate a cadre of tutors, mentors, and interns into the classroom to serve

as instructional adjuncts. Tutors engage students individually and in small groups, mentors work with students on special projects ranging from science fairs to recreation and theatrical performances. Interns assist teachers in presenting new information, diagnosing individual problems, grading papers, and maintaining strong connections with parents.

UCSD's Teacher Education Program (TEP) faculty works with the school to prepare UCSD 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, UCSD 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.

**i. *Smaller Class Size and an Enriched Student to Teacher Ratio***

Class sizes range from 20-31 students. In addition to the teacher, many classes incorporate the services of a trained tutor or intern, and guidance in out-of-class activities and special student projects are supplemented by UCSD student mentors.

**j. *State-of-the-Art Technology***

All classrooms are networked within the School and with the University and beyond so that students can obtain access to a world of information. Classrooms are equipped with computers and video display technology. Initially, all regular classrooms will have a student to computer ratio of 9 to 1, plus one fully equipped computer laboratory. Within five years, the goal is to provide a student to computer ratio of 2 to 1 in all regular classrooms.

**k. *Teachers***

The School recruits and hires teachers from the San Diego Unified School District, San Diego County, and nationally. Announcements of teaching positions are made 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

**l. *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 has a longer school day of six hours 45 minutes (versus six hours) and a longer school year of 199 days (versus 187 days) for a total of 77,815 instructional minutes. This exceeds the minimum number of minutes set forth in Educational Code 34620. Students also have after school tutoring and a Saturday Enrichment Academy where students meet for tutoring and enrichment classes for three hours at least twice a month.

**m. *Block Scheduling***

Class meeting times and schedules mirror UCSD’s block scheduling with some modifications. The school is divided into trimesters. 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 recent 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 drive (1) personalization, (2) in-depth understanding, (3) project-based instruction, and (4) brain-based instruction.

**3. Needs of Students**

**a. *English Language Learners***

The Preuss School addresses the needs of English Language Learners by following the District-approved policy of identification, classification, support and reclassification. CELDT Testing is performed for identified students as prescribed by State and District policies. ELL students are placed in a support class and monitored frequently through their Individual Learning Plans.

**b. *Gifted Students***

All core courses at Preuss School meet the rigorous standards for identified gifted students. Each core class is titled Honors, Advanced or Advanced Placement. Enrichment activities are also planned to provide qualitatively different experiences for gifted students. Some students are placed in college courses as early as their sophomore year.

**c. *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 scoring below grade level in SDRT testing. 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 an Advisory program for all students where students are given homework support, assistance with classes, and organizational skills needed for high school and college success.

**d. *Special Education***

The Preuss School supports the District delivery of special education services and makes facilities and personnel available in a manner consistent with the District’s need to provide services to all Special Education and 504 students.

**4. Data Analysis**

The Preuss School 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 (STAR, SDRT, CA High School Exit Exam) 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.

***Elements 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 will be well integrated in the intellectual life of students. In their senior year, students will take part in college level course work at UC San Diego (“UCSD”).

UCSD’s CREATE will provide 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 to be studied include “A-G” course-taking patterns, AP course- and test-taking patterns, results from college preparatory applications, college acceptances, and college enrollments.

In addition to the outcomes described above, Preuss School will 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.

### **Element 3, Measurement Methods & Assessment**

A goal of the School is to graduate students who will be 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.

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., STAR, CAHSEE), written projects, samples of student work, high school transcripts, teacher recommendations, and other pertinent school activities.

The School conducts pupil assessments as required pursuant to Education Code Section 60605 and other statewide standards or pupil assessments required for pupils in non-charter public schools, as applicable. The School has consistently met targets for API and is demonstrating capacity to meet the statewide accountability measures. As long as the School continues to consecutively for two years meet the state’s (API) growth target of 800, the School will not be identified as a Title I Program Improvement (PI) school. According to the California State Department, numerically significant groups of ethnic and socioeconomically disadvantaged (SED) students make up approximately 100% of the School’s enrollment; therefore, the concern is based only on the scores of the (SED) subgroups (see *Appendix II*).

The School is administering the District’s assessment tools such as SDRT, CELDT and the Mathematics Diagnostic Testing Project which are useful in determining placements. 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 8<sup>th</sup> grade as a way to familiarize students with the test. When students take it in the 11<sup>th</sup> grade as a qualifying exam for national merit scholarships, they will have had at least 3 years of practice. The Preuss School expects that all students will participate in State and school testing, unless excepted by special education IEPs or written parental request.

Consistent with Element 2 above, to identify and provide expanded learning opportunities to students identified as academically low-achieving, Preuss School will closely monitor 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 will continue to participate in the School’s normal academic program, individual academic plans will be 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.

#### **Element 4, Governance**

##### **1. The Role of The Regents**

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

Since the Preuss School is operated in facilities owned by the Regents of the University of California, the Preuss School will not be deemed to be a public school for purposes of Chapter 5 of Part 26.8 of the California Education Code (see Element 11 in this regard). However, for the purposes of delivering special education services, the Preuss School has elected to remain a part of the San Diego Unified School District SELPA. 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 Preuss 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. Board of Directors**

Although the Chancellor is the final decision-maker with respect to the operation of the Preuss School, he has established an advisory Board of Directors for the Preuss School to assist with

oversight of the School's daily operations. The Board is chaired by the Chancellor's designee. The members of the Board are selected by the Chancellor, and include members of the UCSD Faculty Senate, the UCSD Administration, and the community. Additionally, an ex officio, non-voting member of the School's Parents' Council to represent parental interests, and the School's principal also serves as an ex-officio, non-voting member of the Board.

Members of the Board are appointed for four-year staggered terms to assure continuity.

The Board has established a number of subcommittees of the Board to advise on distinct aspects of the business of the Preuss School, i.e., finance, facilities, education, community relations, etc.

The Board meets monthly during the School's academic year. Meetings of the Board are held under delegation of authority from the Regents of the University of California and comply with the Brown Act because the Regents are neither a local agency nor a legislative body as contemplated by that Act. Meetings of the Regents do, however, comply with the Bagley-Keene Open Meetings Act, Government Code sections 92020 and 11120, requiring open meetings by the Regents as well. Minutes of the Board's meetings are taken and are maintained by the Board's Chair. The Minutes are public records under the California Government Code, subject to appropriate privileges and exemptions from disclosure. *Appendix III* includes the 2002-03 Preuss School Board Meeting Minutes. A copy of the Board's bylaws and a list of current Board members are attached as *Appendix IV*.

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 Preuss School, which are consistent with this Charter. In the absence of any previously adopted policy or procedure of the Preuss School, the Preuss School shall first follow the adopted policy or procedure of the University, where appropriate. In the absence of any adopted policy or procedure of the Preuss School or the University, the Preuss School shall follow the adopted policies and procedures of the District. 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 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 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 and assure expenses do not exceed the budget, and to assure that a copy of the approved budget is forwarded to the District annually.

***d. Capital Budget***

To annually establish a budget for expenses related to the Preuss School facility.

***e. Educational Program Administration***

To establish and administer the programs of instruction to be offered, which shall be nonsectarian.

***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, as may be determined by the Chancellor.

**3. Administrative Official**

The Chancellor has designated UCSD Associate Vice Chancellor-Academic Planning as the School's Administrative Official ("Administrator"). Subject to the Chancellor's ultimate authority and oversight, the Administrator is responsible for approval of the School's annual operating budget, and the performance management of the Principal (this includes performance reviews, merit increase reviews, and disciplinary actions with the exception of dismissal). The Chancellor has also delegated to the Administrator authority for approving contracts entered into by or on behalf of the Preuss School; such approval authority may be further delegated to the School's Principal.

**4. School Principal**

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

- a.* Attending meetings of the Board of Directors.
- b.* Preparing and presenting annual budgets for approval.
- c.* Preparing and presenting an annual report on the performance of the Preuss School.
- d.* Hiring and supervising personnel of the Preuss School.
- e.* Developing and implementing the curriculum of the Preuss School.
- f.* Planning for the financial needs of the Preuss School and making recommendations to the Board.
- g.* Participating in fund-raising activities on behalf of the School.

- h. Operating the School within the approved annual budget.
- i. Such other duties as may be delegated by the Board of Directors or Chancellor.

## **5. Parents' Council**

A Parents' Council was formed in 1999 and all parents/guardians of Preuss School students are urged to become members. The Council has an Executive Board consisting of ten elected representatives, from whom the officers and the chairs of its six standing committees are chosen. During the year, the Council's Executive Board, which meets once a month, holds a number of meetings for the general membership and the public at large to discuss educational and Preuss School-specific issues.

The Parents' Council coordinates parent volunteer activities and helps build a sense of community at the site and among all the participants. It strives to develop close relations between families of students and the Preuss School through such activities as producing a monthly newsletter, maintaining a parent phone tree, and organizing social events. The Council 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 Parent Council bylaws is appended (*Appendix V*).

The Chancellor retains the right to determine the manner in which the Preuss School 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 core teachers possess a valid California Commission on Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools and from other states would be required to hold. All such teacher certifications are maintained on file at the School. All teachers have a strong background in the subject matter to be taught, a demonstrated ability to teach students from diverse backgrounds, and a commitment to helping students achieve superior academic results.

The School is committed to minimizing the use of emergency-credentialed teachers, although teacher shortages in key academic disciplines sometimes require this option be pursued. To this end, the Preuss School has partnered with UCSD Teacher Education Program (TEP) and employs interns consistent with the standards established by the CA Commission on Teacher

Credentialing. A template of the Intern Agreement used by UCSD's TEP is attached as *Appendix VI*.

The Preuss School adheres to the Education Code 47605(I) guidelines pertaining to Non-Core teacher credentialing in that non-core teachers do not require credentialing to teach non-core or non-college preparatory classes.

### **Element 6, Health and Safety Considerations**

The Preuss School 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:

Preuss School UCSD  
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 American 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 UCSD 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 44327 of the Education Code. In addition, the Preuss School conducts criminal background checks as required by law, and Preuss School employees and volunteers are all required to submit to tuberculosis screenings and receive clearance to work at the School every four years, as required by District policy.

A District school nurse is currently on site 24 hours per week to respond to any health care issues, to maintain student health records, to assure compliance with District health and safety policies, and to provide health education for students, teachers, and staff. Additionally, the Preuss School has obtained health services from the UCSD Community Pediatrics and

Adolescent Medicine programs for the benefit of students and their families. Through this program students have access to medical care on a referral basis and the School's nurse practitioner and teachers access the services of a physician to consult on adolescent health issues. If needed, students also have access to private psychological testing and therapy. Participation in such health care programs is not a requirement for admission.

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

The School has developed a Site Emergency and Disaster Plan as required by District policy. Copies of the Plan are distributed to all teachers and staff. Practice exercises are performed annually to assure that teachers, staff, and students become familiar with procedures and processes in the event such emergencies arise. A copy of the Plan is appended (*Appendix VII*).

### **Element 7, Racial and Ethnic Balance**

Admission to the Preuss School is on a nonsectarian basis, and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation, disability, or any other basis prohibited by law.

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 San Diego County school district and attending private or charter schools can attend the School if they meet eligibility and admissions requirements.

From October 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 a Teacher Event and Open House for families interested in joining the Preuss School. Application materials are posted on the Preuss School website (<http://preuss.ucsd.edu>).

The Preuss School 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, 1999 – 2002  
(Percent of Enrolled)

Year	African American	Alaskan/ Indian	Asian	Filipino	Hispanic	Indo-Chinese	Pacific Islander	White
1999/00	22.56	0.00	3.76	0.00	56.39	7.52	0.00	9.77
2000/01	22.57	0.00	5.94	1.05	55.12	9.45	1.05	6.82
2001/02	16.84	0.00	4.87	1.62	57.20	13.18	0.81	5.48
2002/03	14.64	0.00	5.08	2.00	57.16	14.48	0.46	6.16

*Appendix VIII* contains samples of the School’s 2002-03 outreach and recruitment materials. Materials for 2003-04 will be amended to specifically state that applications from special education students are welcome.

**Element 8, Admissions Requirements**

The Charter Act of 1992 provides that charter schools may adopt admissions criteria for students. The mission of the Preuss School is to provide an intense college preparatory environment for low income and other student populations who have been historically underrepresented on the campuses of the University of California. To realize this mission, students qualifying for admission are those the School believes can be successful in its rigorous academic environment. Of students accepted through the School’s lottery process to date, roughly 25% come from the top quartile, 50% from the middle quartiles, and 25% from the bottom quartile, based on standardized test scores.

As part of the application process, students and their parents or guardians must provide or grant access to records pertaining to past and planned participation in education and related activities as may be requested 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 Preuss School.

The Preuss School’s admission criteria and selection process are outlined below.

**1. Admissions Criteria**

Criteria prequalifying students for admission to the School include, but are not limited to:

- a. students qualifying as children 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 200 percent of the federal poverty standard;

- b.* students whose parent(s) or guardian has not graduated from any four-year college or university; and
- c.* students exhibiting a level of academic potential to benefit from the Preuss School's approach and mission. (Students who fit the AVID Profile are an example of the kind of students meeting this criterion.)

With respect to "letters of reference" in item (c) above, teacher recommendation forms that are part of the application process will be made available for review by students and parents who wish to do so.

The Preuss School admissions criteria were approved by the District Board Members and the State Department of Education when the School presented its charter proposal in 1998. Further, School's legal counsel has reviewed Education Code sections 47601(b) and 47605(b)(5)(H) and has rendered an opinion that the Preuss School admissions criteria neither contradict the Education Code nor are discriminatory in nature. Counsel's detailed written opinion is attached as *Appendix IX*.

## **2. Lottery**

When there are more eligible students requesting admission to Preuss than there are spaces available, students are selected by lottery. The following rules and procedures apply:

- a.* Open enrollment for the School occurs each year between November 1 and February 28.
- b.* Lottery procedures, date, and time are communicated to applicants via the School's newsletter, website (<http://preuss.ucsd.edu/>), and the application itself.
- c.* The lottery takes place on the School's campus at 5:00 p.m. on the third Tuesday in May each year.
- d.* There are four witnesses to the lottery: a Charter School Consortium roundtable representative, a University student, a University representative, and a member from the community at large. A written confirmation as to the lottery's fair execution is retained in the Preuss School records.
- e.* The lottery is administered via computer program designed to randomly select students by grade level. The drawing continues until all names are drawn. After all spaces are filled, students are placed on a waiting list in the order drawn.

- f. The waiting list is valid for one year. Students are promoted off the waiting list as openings become available. Families are contacted by telephone or in writing and are given several days to respond.
- g. All students in the lottery are weighted equally. No preferences are granted.

### **Element 9, Financial Audit**

The Preuss School has contracted with an accounting firm with K-12 expertise and obtains an independent annual financial audit that is conducted in accordance with generally accepted accounting principles applicable to UC or to the Preuss School, if different. The external auditor has full access to records and systems of the Preuss 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. Audit exceptions or deficiencies are brought to the attention of the Preuss School and the Board of Directors' Finance Subcommittee. The School's Principal and Business Officer are responsible for implementing internal controls or systems that resolve issues highlighted in the audit process.

The Preuss School provides the District annually with a copy of the audit and any accompanying management letter provided by the audit firm. The Preuss School also distributes copies of the audit in compliance with AB1994 legislation. Annual distributions of the Audit report are made by December 15<sup>th</sup> of each year to the following entities: California Department of Education, County Office of Education, and the San Diego Unified School District.

### **Element 10, Student Expulsions**

The Preuss School has developed a Student Code of Conduct, which includes the Student Code of Conduct, the Discipline Policy, the Honesty Policy, and the Student Retention Policy. This Code delineates expectations for behavior as well as consequences for violations. The School follows a progressive discipline approach, with the most serious offenses drawing suspension or even expulsion. 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 School's Student Code of Conduct is appended (*Appendix X*).

### **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 for purposes of Chapter 12 of Division 4 of Title I of the California Government Code, which provisions shall apply to the Preuss School.

**Participation in State Teachers Retirement System (STRS) or UC Retirement System.**

Credentialed and certificated employees hired to work at the Preuss School will be hired as employees of the University of California and thus participate in the University of California Retirement System (UCRS). District employees now employed at the Preuss School may elect to take a leave of absence for up to three years in order to continue to work at Preuss. Two payroll & benefit options will be available for these teachers. Option 1: To be placed on the UC payroll for the duration of their tenure at Preuss. While on leave, District credentialed employees will be required to suspend their participation in the District's payroll system and the State Teachers' Retirement System (STRS). Option 2: To be transferred / hired by another local educational agency (LEA) while on leave participating with STRS and then to be leased to Preuss School for an indefinite period of time.

Both STRS and the Public Employees' Retirement System (PERS) share reciprocity agreements with UCRS.

A list of current employees and their leave status is appended (*Appendix XI*)

**Element 12, Attendance Alternatives**

The Preuss School is a school of choice; no student shall be required to attend. Students wishing to attend the Preuss School 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 may do so in accordance with District policy relative to intra-district attendance.

**Element 13, Employee Rights**

***a. Equal Opportunity Employer***

No District employee shall be required to be employed in the Preuss School. 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.

***b. Employee Rights to Return to District***

SDUSD will allow district employees currently assigned to the charter school to be granted a one-year leave of absence, which may be extended upon request for a second year. Credentialed District employees shall retain all rights of seniority to return to employment at a District site other than Preuss School at the end of their leave term, in accordance with the Charter Act of 1992. However, while employed at Preuss School, such employees must agree to be subject to the policies and procedures generally applicable to non-District employees of the Preuss School who are similarly situated. The Preuss School shall have no obligation to ensure that an employee leaving employment at Preuss School for any reason will be automatically placed within the District. SDUSD agrees for one year to loan to the Preuss School the district employees currently assigned to the charter school. The Preuss School shall be responsible for reimbursing SDUSD for all costs associated with the employment of these individuals.

Deleted: accepting employment at Preuss School may take up to a three-year leave of absence from the District, and

***c. New Employees***

Preuss School may hire employees through the University of California, San Diego to serve the Preuss School. Persons not employees of the District before being hired by the Preuss School shall not be considered District employees and shall be employed on such terms and conditions as may be established by the Preuss School, in accordance with UC employment policies and practices. The District shall have no obligation to offer to such non-District employees any employment at a District site following their employment at Preuss School; nor shall the District have any obligation to honor any seniority rights that may accrue to such non-District employees during employment at the Preuss School.

**Element 14, Dispute Resolution**

In the event of a dispute between the Preuss School and the District regarding the terms of this charter or any other issue regarding the School and District relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s). In the event the initiating party believes the dispute relates to an issue that could potentially lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Within 30 days of sending written notice of a dispute, or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Preuss School 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. The finding or recommendation of any mediator shall be non-binding, unless the governing authorities of the School and District jointly agree to bind themselves. Unless jointly agreed, the Mediation shall conclude within 45 days. Each party shall bear their own costs associated with dispute resolution 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 is in violation of the charter so as to constitute a severe and imminent threat to the health and safety of the School’s pupils, then: (1) the parties’ representatives shall immediately meet and confer in an attempt to remedy the alleged violation and if the parties cannot promptly resolve the issue, the District reserves the right to take any action it deems reasonably necessary and the Preuss School reserves the right to seek legal redress for any such actions under the law; (2) the dispute need not be referred to Mediation.

### **Element 15, Employer Status and Collective Bargaining**

The Preuss School, as a department of the University of California, San Diego, is not party to the bargaining agreement between the San Diego Unified School District and the California Teachers Association and shall not be held to terms and conditions outlined in such a bargaining agreement. To date, teachers at the Preuss School have not elected to organize for the purpose of collective bargaining as is their right under the law. Should they choose to do so at some future date Preuss School UCSD, as a department within the University of California, San Diego, shall be deemed the exclusive employer for collective bargaining purposes.

### **Element 16, Disposition of Assets**

In the event Preuss School UCSD ceases to operate, the school's assets will be distributed as follows: 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. 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 Outreach or fundraising dollars, or through grant awards will be retained by UCSD. Assets purchased with funds from appropriations and apportionments accrued to Preuss via Education Code §§ 47630 and 47635 and AB 544 will revert to the San Diego Unified School District.



## OTHER CONSIDERATIONS

Transportation District and UCSD shall execute a separate agreement, with mutually agreed upon terms, for the provision of transportation services by the District at a standard and level which is equal to that provided to District schools and their students. Transportation service shall meet all applicable laws, such as the California Vehicle Code.

Deleted: *Integration*

¶ District and UCSD shall execute a separate agreement, with mutually agreed upon terms, for the provision of transportation services by the District at a standard and level which is equal to that provided to District schools and their students. Transportation service shall meet all applicable laws, such as the California Vehicle Code.

### 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 pursuant to this Charter, 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 Charter School pursuant to this Charter, 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 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 Agreement and obtain, keep in force and maintain insurance as follows:

- a. **General Liability Self-Insurance Program** (contractual liability included) with minimum limits as follows:
  1. Each Occurrence \$2,000,000
  2. Products/Completed Operations Aggregate \$1,000,000
  3. Personal and Advertising Injury \$1,000,000
  4. General Aggregate \$5,000,000
- b. **Business Automobile Liability Self-Insurance Program** for owned, non-owned, or hired automobiles with a combined single limit of not less than one million dollars (\$1,000,000) per occurrence.

- c. **Property, Fire and Extended Coverage Self-Insurance Program** 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. **Workers' Compensation** as required by California law.

The coverages referred to under a. and b. of this Article 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 evidencing compliance with all requirements. Certificates shall provide for thirty (30) days advance written notice to the District of any material modification, change, or cancellation of any of the above insurance coverages.

The coverages required herein shall not limit the liability of the Regents.

## 2. District's Insurance

The District, at its sole cost and expense, shall insure its activities in connection with this Agreement and obtain, keep in force and maintain insurance as follows:

- a. **Commercial Form General Liability Insurance** (contractual liability included) with minimum limits as follows:
  - 1. Each Occurrence \$2,000,000
  - 2. Products/Completed Operations Aggregate \$2,000,000
  - 3. Personal and Advertising Injury \$2,000,000
  - 4. General Aggregate \$5,000,000

If the above insurance is written on a claims-made form, it shall continue for three (3) years following termination of this Charter. The insurance shall have a retroactive date of placement prior to or coinciding with the date upon which this Charter was adopted by District.

- b. **Business Automobile Liability Insurance** for owned, scheduled, non-owned, or hired automobiles with a combined single limit of not less than one million dollars (\$1,000,000) per occurrence.

- c. ***Property, Fire and Extended Coverage Insurance*** in an amount sufficient to reimburse District for all of its equipment, trade fixtures, inventory, fixtures and other personal property located on or in the Preuss School campus or otherwise at the UCSD campus, including leasehold improvements hereinafter constructed or installed.
- d. ***Workers' Compensation*** as required by California law.
- e. Such ***other insurance*** in such amounts which from time to time may be reasonably required by the mutual consent of the District and the Regents against other insurable risks relating to the operation of the Preuss School.

The coverages referred to under a. and b. of this Article shall include the Regents 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 District, its officers, partners, agents, and employees. The District, upon the approval of this Agreement, shall furnish UCSD with certificates of insurance evidencing compliance with all requirements. Certificates shall provide for thirty (30) days (ten (10) days for non-payment of premium) advance written notice to the Regents, in care of its San Diego campus, of any material modification, change or cancellation of any of the above insurance coverages.

The coverages required herein shall not limit the liability of the District.

**Funding and Administration of Appropriated Funds**

- a. The Treasurer of the Regents of the University of California acts as treasurer for the Preuss School and shall establish one or more accounts in the name of the Preuss School at UCSD. 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. The School shall receive, through these accounts, those funds, appropriations and apportionments to which it is entitled pursuant to Education Code section 47630 and AB544 (Charter School Funding Model). The School shall also receive a proportional share of all funds available to the District for the student population served by the Preuss School, if the School's ADA was used to secure those funds.
- c. Preuss School shall elect to have the Superintendent of Public Instruction annually compute the School's funding amounts pursuant to the methods

established by AB544. Such funding amounts shall include the Charter School Block Grant, the Categorical Block Grant, an amount in lieu of property taxes, other operational funding not covered in the Categorical Block Grant, and Federal categorical funds. The District shall cause to be transferred to the Preuss School treasury account its share of local aid (property tax) funds pursuant to Education Code section 47635.

- d. Funding shall be provided to the Preuss School on the schedule outlined in the Charter School Funding Model.
- e. The Preuss School 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 treasury account without the School's written authorization.

### **Preuss School Facilities**

The Preuss School intends to conduct most of its operations on the campus of UCSD and on land owned by UC. In addition, the Preuss School has constructed on such land, at no cost to District, facilities for school purposes held in the name of the Regents. The Preuss School 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 without the consent of the District.

### **District Accountability System – Educational Achievement**

The Preuss School agrees to abide by the provisions of the Accountability Contract for Student Achievement as articulated in the SDUSD Charter School Policy and Guidelines, provided that the standards being applied to the Preuss School are not greater than those applied to other district-managed schools or district-authorized charter schools.

### **Term**

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

### **Revocation**

If the District receives a complaint or independently discovers that the School may be performing in such a way as to warrant the possible revocation of this Charter, the District shall

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so notify the School, and may undertake an investigation. The results of said investigation shall be submitted to the District Board of Trustees and the UCSD Chancellor. If the School disputes the District's findings, the School and District shall engage in the dispute resolution process outlined in this document to reach resolution. Prior to revocation, the District shall:

- a.* Give the Preuss School thirty (30) days written notice of its intent to revoke the Charter, including a brief statement of the grounds for revocation and the factual basis therefor;
- b.* Hold a hearing on the notice at which the Preuss School shall be permitted to respond.

Following the revocation hearing, the District (or UCSD Chancellor) may:

- a.* Require changes in the operations of the Preuss School;
- b.* Revoke the Charter;
- c.* Condition continuing operations of the Preuss School on amendments to the Charter. The provisions of this charter may be modified with the majority approval of the Board of Trustees of the District and approval by the Chancellor of UCSD;
- d.* Take no action.

Notwithstanding the above, this Charter may be revoked immediately by the District or UCSD Chancellor upon a finding by the District Board of Trustees or the UCSD Chancellor that the Preuss School has engaged in activities constituting a severe and imminent threat to the health and safety of the School's students.