

The Single Plan for Student Achievement

SOQUEL HIGH SCHOOL

053398
CDS Code



THE PRIDE GOES ON FOREVER

Date of this revision: January, 2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Santa Cruz City Schools District

The District Governing Board approved this revision of the School Plan on _____.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>GOAL # 1: Increase academic success for underachieving students, as measured by the English portions of the CST's and CASHEE</p> <p>1a.) On the California Standards Tests, the percentage of students scoring at proficient or above will increase by 5%.</p> <p>1b.) By the end of their senior year, 100% of students on diploma track will have passed the CAHSEE.</p>				
<p>Student groups and grade levels to participate in this goal: All significant subgroups (Latinos, socioeconomically disadvantaged, Whites), plus English Language Learners and students with disabilities.</p>		<p>Anticipated annual performance growth for each group:</p> <p>1a) +5% for all subgroups</p> <p>1b) ELLs: 12th—9, 11th—13, 10th--24 Latinos: 12th—9, 11th—14, 10th--73 Socioeconomic disadvantaged: 12th—3, 11th—10, 10th--51 Students with disabilities: 12th--4, 11th—6, 10th--36 Whites: 12th—5, 11th—11, 10th--175</p>		
<p>Means of evaluating progress toward this goal: Benchmark assessments, semester grades in content area classes,</p>		<p>Group data to be collected to measure academic gains: CST data, CAHSEE data, AYP and API.</p>		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(WASC AP1 1.20) Purchase Library materials to support access of content standards	Jan 2009— Jan 2010	Instructional resources	\$4,578	SLIP
(WASC AP1 2.1) Initiate a CST Participation/Awareness campaign	Jan 2009— Jan 2010	Marketing materials	\$250	SLIP
(WASC AP1 4.11) Continue and expand homework club	Jan 2009— Jan 2010	Supervisors/Tutors Certificated staff	\$3,243	SLIP
(WASC AP1 4.13) Purchase and utilize student planners – teach study skills and organization	Jan 2009— Jan 2010	Materials	\$500	SLIP

(WASC AP3 4.3) Work collaboratively with CAP leaders, administrators and departments to monitor Single Plan	Jan 2009— Jan 2010	CAP leader stipends, Collaboration time/release days	\$3,000	SLIP
(WASC AP3 6.3) Provide tech resources to support instructional goals	Jan 2009— Jan 2010	School Messenger, software, support	\$750	SLIP
(WASC AP1 1.21) Use Infinite Campus to provide information to families about progress towards the standards	Jan 2009— Jan 2010	Software/Hardware	\$12,108	SLIP
(WASC AP3 6.7) Use Website to provide information to families about progress towards the Standards	Jan 2009— Jan 2010	Schedule Star, Host service, Edline	\$750	SLIP

Fund additional counselor hours to support 10th graders' acquisition of the Standards	Jan 2009— Jan 2010	Counselor salaries	\$4,043 c/o \$5,852 new	Pupil Ret Block Grant
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(WSC AP1 4.14) Adequately fund equipment for classes providing hands-on instruction	Jan 2009— Jan 2010	Instructional Equipment/Materials	\$3,020	GATE
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<p>GOAL # 2: Increase academic success for underachieving students, as measured by the Math portions of the CST's and CASHEE</p> <p>2a.) On the California Standards Tests, the percentage of students scoring at proficient or above will increase by 5%.</p> <p>2b.) By the end of their senior year, 100% of students on diploma track will have passed the CAHSEE.</p>				
<p>Student groups and grade levels to participate in this goal: All significant subgroups (Latinos, socioeconomically disadvantaged, Whites), plus English Language Learners and students with disabilities.</p>		<p>Anticipated annual performance growth for each group:</p> <p>1a) +5% for all subgroups</p> <p>1b) ELLs: 12th—6, 11th—11, 10th--24</p> <p>Latinos: 12th—5, 11th—17, 10th--73</p> <p>Socioeconomic disadvantaged: 12th—3, 11th—13, 10th--51</p> <p>Students with disabilities: 12th—0, 11th—9, 10th--36</p> <p>Whites: 12th—3, 11th—13, 11th--175</p>		
<p>Means of evaluating progress toward this goal: Benchmark assessments, semester grades in content area classes,</p>		<p>Group data to be collected to measure academic gains: CST data, CAHSEE data, AYP and API.</p>		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
(WASC AP1 2.1) Initiate a CST Participation/Awareness campaign	Jan 2009— Jan 2010	Marketing materials	\$250	SLIP
(WASC AP1 4.11) Continue and expand homework club	Jan 2009— Jan 2010	Supervisors/Tutors Certificated staff	\$3,243	SLIP
(WASC AP1 4.13) Purchase and utilize student planners – teach study skills and organization	Jan 2009— Jan 2010	Materials	\$500	SLIP
(WASC AP3 4.3) Work collaboratively with CAP leaders, administrators and departments to monitor WASC Action Plan	Jan 2009— Jan 2010	CAP leader stipends, Collaboration time/release days	\$3,000	SLIP
(WASC AP3 6.3) Provide tech resources to support instructional goals	Jan 2009— Jan 2010	School Messenger, software, support	\$750	SLIP

(WASC AP1 1.21) Use Infinite Campus to provide information to families about progress towards the standards	Jan 2009— Jan 2010	Software/Hardware	\$12,108	SLIP
(WASC AP3 6.7) Use the Website to provide information to families about progress towards the Standards	Jan 2009— Jan 2010	Schedule Star, Host service, Edline	\$750	SLIP

Fund additional counselor hours to support 10th graders' acquisition of the Standards	Jan 2009— Jan 2010	Counselor salaries	\$4,042 c/o \$5,852 new	Pupil Ret Block Grant
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(WSC AP1 4.14) Adequately fund equipment for classes providing hands- on instruction	Jan 2009— Jan 2010	Instructional Equipment/Materials	\$3,020	GATE
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<p>SCHOOL GOAL # 3: Increase and improve ELL student personal and academic support, as indicated by meeting all AMAO's.</p> <p>3a.) 51.6% of ELLs will advance one level on the CELDT (AMAO 1).</p> <p>3b.) 30.6% of all ELL's will achieve proficiency on the CELDT (AMAO 2).</p> <p>3ci.) 95% of 10th grade ELs will participate in the 10th grade CASHEE (AMAO 3)</p> <p>3cii) 44.5% of ELLs will score 380 or higher on the ELA CAHSEE</p> <p>3ciii) 43.5% of ELLs will score 380 or higher on the Math CAHSEE</p>				
<p>Student groups and grade levels to participate in this goal: English Language Learners at all grade levels</p>		<p>Anticipated annual performance growth for each group:</p>		
<p>Means of evaluating progress toward this goal: Rosters, review SASI data, CELDT test summaries, LRT'S</p>		<p>Group data to be collected to measure academic gains: CELDT test results, LRT data, AMAO reports</p>		
<p>Actions to be Taken to Reach This Goal</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>(WASC AP2 4.1) Fund bilingual instructional tech to support learning, manage EL data, and improve the ELL home- school connection</p>	<p>Jan 2009— Jan 2010</p>	<p>Bilingual Aide</p>	<p>\$20,243</p>	<p>EIA/LEP</p>

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 20,243
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$ 8,085 c/o \$ 11,705 new
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 45,780
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) GATE	\$ 6,040
Total amount of state categorical funds allocated to this school	\$ 80,148

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
Other Federal Funds (list and describe ¹)	\$
Total amount of federal categorical funds allocated to this school	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 80,148

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kenneth Lawrence-Emanuel	X				
Maggie Kline		X			
John Burns		X			
Dion O'Reilly		X			
Jim Stewart		X			
William Phillips			X		
Ted Donnelly				X	
Lou Tuosto				X	
Nancy Rivera				X	
Tom Lorenzen, alternate					
Bill Hees, alternate					
Carlos Zambrano (12)					X
Kayla Warren (12)					X
Lauren Seynhaeve (12)					X
Numbers of members of each category	1	4	1	3	3

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other: Curriculum Area Planner Leaders (CAP Leaders)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 12/15/08.

Attested:

Kenneth Lawrence-Emanuel

Typed name of school principal

Signature of school principal

Date

Ted Donnelly

Typed name of SSC chairperson

Signature of SSC chairperson

Date

Appendix C: School and Student Performance Data

- SSC Soquel High Grade 9 ELA CST Results
- SSC Soquel High Grade 10 ELA CST results
- SSC Soquel High Grade 11 ELA CST results
- SSC Soquel High All grades Math, Social Studies, Science CST results
- CA HSEE Results for Math and ELA, grades 10--12
- School Overview—2008 Adequate Yearly Progress (AYP) Report
- School Report—API Growth and Targets Met
- Title III Accountability Report (AMAOs)
- CELDT AMAO 1 Annual Growth Estimate
- CELDT AMAO 2 Annual Growth Estimate
- School Report—2008 Adequate Yearly Progress (AYP) Report
- 2008 Adequate Yearly Progress Chart: ELA, Math

Appendix D: Demographic Information

- SHS Vision and mission
- SHS Mission Statement
- SHS Essential Learning Results
- School Profile
- Enrollment over time
- Students by ethnicity
- Number of English Language Learners
- Languages of ELL Students

SCHOOL VISION AND MISSION

In the ongoing effort to support the school's mission, and to create a positive school environment, curricular enhancements to address specific student population needs continue to be a primary focus for SHS. Since 2003 Soquel High School has operated under a mission statement, which at that time was also determined to be its vision statement. The mission statement was reviewed and approved by the staff, school site council, district administration, and school board. Our mission statement as well as our School-wide goals (ESLR's) are founded upon the belief that all students are able to attain their life dreams and educational capabilities and that each student, upon attaining these capabilities will have a unique gift with which to enrich society. Our mission statement is communicated to students, parents, and community through staff and student handbooks, student daily planners, and parent newsletters and our website.

Soquel High Mission Statement

“Soquel High School honors and encourages academic achievement, innovation, diversity, and personal expression in a safe and supportive environment for both students and staff. Our mission at Soquel High School is to educate all students to be knowledgeable self-directed learners, effective communicators, and creative thinkers; and to motivate students to fulfill their personal lives and to contribute responsibly to society.”

Soquel High School Students and Staff will be:

Effective Communicators Who:

- Communicate and interpret information in a variety of ways: verbally, visually, artistically, and technologically
- Actively listen and effectively speak, read, and write

Complex Creative Thinkers and Problem Solvers Who:

- Identify, diagnose, and use appropriate complex reasoning processes such as comparison, classification, induction, deduction, analysis, investigation, experimentation, and invention
- Access, select, and evaluate information from a variety of sources
- Form conclusions based upon relevant data
- Connect ideas across the curricular areas to accomplish meaningful tasks
- Understand essential concepts, facts, and procedures taught in each course

Knowledgeable Self-Directed Learners Who:

- Demonstrate initiative, self-advocacy, self-discipline, and self-evaluation
- Discover, develop, and pursue individual passion
- Create and use an education plan to move purposefully toward personal and career goals
- Develop positive attitudes about the strategies that promote physical and mental health
- Appreciate the relationships between personal accomplishments and a sense of self-esteem
- Apply subject matter knowledge and skills
- Apply knowledge and skills to every day experiences as well as real world situations
- Make responsible choices

Responsible and Active Citizens Who:

- Demonstrate knowledge of diverse cultures, languages, and genders that fosters tolerance for individual differences
- Confront significant ideas and issues of the day
- Understand the global interrelationships of political, environmental, and economic decisions and their effects on the individual
- Use appropriate interpersonal skills when working within groups or systems
- Engage in ethical decision-making and assume responsibility for their actions
- Display skills to join the workforce and/or to attend college

SCHOOL PROFILE

Soquel High School is located in the Village of Soquel, an unincorporated residential community of Santa Cruz County. We serve students who live in the residential communities of Live Oak, Capitola, Soquel, and other surrounding areas. Parents in these communities are active participants in their students' education, and are extremely supportive in giving their financial support and volunteer time.

Soquel High School was established in 1962 to serve the outlying areas of the Santa Cruz City Schools District (SCCS). Soquel High School (SHS) is the largest of the three comprehensive high schools in the SCCS district, and one of seven high schools in Santa Cruz County. Governed by a board that also oversees the Santa Cruz City Elementary District, SHS is unique in that almost all of its students previously attended school in neighboring elementary districts rather than the SCCS District, creating challenges in articulation.

Situated near the center of the county, the forty-acre campus provides a beautiful setting overlooking the Monterey Bay. SHS annually sends 88% of its graduates to college. The Advanced Placement program includes courses in Biology, Chemistry, Statistics, Calculus, English Literature, Spanish, Macroeconomics, US Government and Politics, and U.S. History. The extensive Regional Occupations Program (ROP) includes courses in horticulture, floristry, veterinary science, green careers, computer graphics, administration of justice and sports occupations. Nearby Cabrillo College offers a high quality, affordable program and flexible concurrent enrollment for SHS students. In addition, the wide range of offerings in the Arts includes instrumental and vocal music, ceramics, drama, painting and photography. SHS offers the Humanities Academy, which provides a rigorous program in English and Social Studies in grades 9 and 10, preparing students for Honors and AP courses in grades 11 and 12. SHS also offers the Manufacturing, Engineering, and Construction Academy, which provides an articulated sequence of specialized classes in the industrial arts at the site and at Cabrillo College. SHS provides many opportunities for co-curricular and extra-curricular activities for students as well in sports, music, student government, and a variety of school clubs.

Appendix E: Analysis of Current Instructional Program

- Science
 - English
 - Math
 - Social Studies
 - ELAC input
-

2008 Science Department Findings and Recommendations

Overview:

- Our college prep classes: Biology, Chemistry and Physics courses have held steady over the last three years.
- Students in our Integrated Science classes and Life Science classes continue to perform at an underachieving level.

Strategies to achieve a 5% increase in students scoring at Proficient and above

- We will continue to stress the need for proper funding in order to offer the lab experiences required for all of our science courses.
- Search for alternative sources of funding for our lab programs.
- Continue to offer the sheltered Biology class instituted last year and find ways to recruit more EL learners. Specifically, working with the Counseling Department.
- We will fully integrate the California Standards ancillary resources provided with the new textbooks adopted last year. These include the California Standards-based assessment questions found at the back of each chapter, the online test practice located at classzone.com and the California Standards Review and Practice Workbooks.
- We will implement the use of a compilation of review exercises that provide student practice for the STAR tests which will be our focus during the 2 weeks prior to the test. The Scientific Method will be emphasized.
- We intend to utilize the old STAR test questions which are now available online at <http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>

- We would like to increase collaboration time for our department to discuss incorporation of the Standards in our curriculum - specifically in the area of Investigation and Experimentation, as this category dropped in performance last year. We specifically intend to increase the number of labs offered in each class in order to address this need. We will stress collaboration in Ocean Ecology and Nature Photography in order to better align the curriculum with the Integrated Science Standards, as these two courses are required to take the Integrated Science Exam.

2008 English Department Findings and Recommendations

Findings:

- Pilot vocabulary program established last year is moderately successful overall for all subgroups except Hispanics.
- Significant decrease in 9th grade scores (see attached recommendations)
- 10th grade scores improved
- 11th grade CST scores have recovered from 07-08 dip; teacher continuity and stability is the main factor for improvement.

Department actions:

- Implemented new schema of two-tiered English offerings: English 1, 2, 3, and 4 heterogeneous courses, and HA and MEC for 9th and 10th, Honors for 11th, and AP for 12th grade motivated *and* academically accomplished students.
- Implemented Read 180 course for struggling students
- Recommended core novels to District for each grade level
- Credentialed English teacher now working part time in Homework Club
- Established regularly scheduled English department meetings
- Preparation for 4th year English requirement:
 - Established process for creating 4th year offerings
 - Agreed that all courses will be college prep with portfolio and standards-based curriculum

Needs

- Collaboration time to meet and review data, create benchmark assessments
- Collaboration time required to norm portfolio assessments in order to support uniformity of instruction and improved instruction in the standards.
- Lower class size teacher/student ratio

Department recommendations and goals:

- New 4th year course offerings to be created and approved by June 2009
- Target writing conventions for improvement:
 - purchase updated and accessible grammar instruction books
 - develop and implement agreements targeting specific writing conventions for each grade level

9th Grade Action Steps

I. Word Analysis and Vocabulary

- A. SAT Word of The Day
 - I. In journals, define and use in a sentence showing meaning
 - II. Per every 10-12 words, write a vocabulary story
 - III. Tests on vocabulary words during each 6 week period
 - IV. Extra credit for vocabulary words found in outside texts/articles
- B. Greek/Roman vocabulary related to mythology
 - I. Analyze definitions of words and relate them to myths.
 - II. Refer to vocabulary words while reading and studying myths.
- C. ELD Vocabulary
 - I. Before each story in Edge textbook, create index cards for vocab. words which include word, pronunciation, part of speech, definition, synonym, antonym, drawing.
- D. Study various roots, prefixes, suffixes.

II. Reading Comprehension

- A. Read short expository pieces from Holt or McDougal-Little texts and complete follow-up questions related to theme, conflict, setting, character, etc.
- B. Read and analyze editorials and news articles.
 - I. Look for argument, rhetorical appeal, devices like repetition
 - II. Find who, what, where, when, why, and how.
 - III. Learn expert reader techniques
 - a.) Read first and last paragraphs
 - b.) Read headings and subheadings
 - c.) Look at photos, illustrations, captions for meaning.

III. Literary Response and Analysis

- A. Read and respond to short stories, myths, plays, poems, and text
 - I. Understand literary terms for accessing voice, style, point-of-view
 - II. Write journal entries, t-charts, essays related to texts.
 - III. Respond orally during small-group and large-group discussions.
 - IV. Find significant quotes to use in essays related to texts
 - V. Read historically significant works like mythology, *Romeo & Juliet*, *Cannery Row*, *To Kill a Mockingbird*
 - a.) Use time-lines and discussions to place literature in historical context
 - b.) Understand author's life and frame of reference

IV. Written Conventions

- A. Use grammar/punctuation, transparencies on a daily basis
- B. Use grammar books related to textbooks
- C. Use *Good Sentences* book to review subject/predicate, run-ons, fragments, correct comma usage, capitalization, semicolons to connect independent clauses, use of quotation marks, etc.

- D. For English Learners use Edge materials, grammar transparencies, grammar workbooks.

V. Writing Strategies/Organization and Focus

- A. Basic essay work
 - I. Introduction
 - II. Thesis statement
 - III. Body paragraphs
 - IV. Topic sentences
 - V. Concrete detail
 - VI. Addressing opposition
 - VII. Conclusion
 - VIII. Understand audience and purpose
- B. Write a series of narratives based on first-person explorations for LEAP portfolio.
- C. Conduct an interview with a parent or grandparent (primary source), and turn that interview into a narrative for the LEAP portfolio.
- D. MEC Academy: Create cover letters and resumes.
- E. Discuss voice, style, and use of sensory language, action verbs.
- F. Look at student essays with LEAP portfolio rubric both with peers and teacher/student meetings.
- G. Students read informational materials and respond in writing on a regular basis.
- H. Students learn editing marks

VI. Research and Technology

- A. Basic report on technology in ancient culture (MEC Academy)
- B. Personal interview
- C. Look at primary and secondary sources in Holt 9 and McDougal-Little 9 texts
- D. Find informational materials on Internet related to texts (Shakespeare's time, Civil Rights, current issues related to race in America, the Great Depression, current state of economics, etc.
- E. Students use computer formatting to create resumes (MEC Academy)
- F. Teachers use technology to show short clips from You-Tube to provide visual interest and context for what is being taught in the classroom.
- G. Teach MLA format for papers.
- H. Teach basic Word procedures for double-spacing, centering, heading, etc.
- I. Students type papers in computer lab using MLA format.

*Note: Humanities Academy covers persuasion in 9th grade more extensively than in English 1. At Soquel High, 10th grade is the year that students thoroughly cover persuasion.

2008 Math Department Findings and Recommendations

Conclusions and Recommendations on CAHSEE Data and Algebra 1 Proficiency

- Definitions: Algebra 1A = 1st semester of Algebra 1
Algebra 1B = 2nd semester of Algebra 1
- Conclusion No 1: Success on the CAHSEE is correlated to English proficiency.
- Recommendation: Continue emphasizing CAHSEE vocabulary in lower level Math classes such as Algebra Readiness (currently being implemented).
- Offer CAHSEE vocabulary tutorial through Homework Club or Special Ed in the two weeks prior to the exam for those who have not passed.
- Conclusion No. 2: Passing the CAHSEE Exam may not be correlated to the ability to successfully complete Algebra 1, which is a State requirement for graduation.
- Observations: The CAHSEE Exam tests algebra at a 7th grade level, which is not the same as Algebra 1 in High School.
A considerable number of students who have passed the CAHSEE Exam fail Algebra 1.
- Recommendation: Offer one section of Algebra 1A in the spring semester when most students will have moved on to Algebra 1B. This will enable those who have failed to quickly make a second attempt at passing Algebra 1A, before they forget most of what they did manage to learn.
- Offer one section of Algebra 1B in the fall semester to allow those who pass 1A in the spring to complete the Algebra sequence in the fall or have two chances to pass it in the same year. This class would also pick up students who failed Algebra 1B in the spring.
- This plan would minimize the number of seniors who are still trying to pass algebra even though they have passed the CAHSEE Exam

2008 Social Studies Department Findings and Recommendations

Findings

- US History (USH) scores improved
- World History (WH) scores declined

Department Actions

- Sheltered instruction offered
 - 2 sections Sheltered Econ/Gov this year
 - SDAIE support offered to students in USH, WH
- Benchmark tests created in WH, USH

Needs

- Collaboration time to develop more benchmark assessments
- Collaboration time to review assessment results

Input from the English Learner Advisory Committee (11/25/08 ELAC Meeting)

- Would like to see funding provided for English Learners and their families to visit colleges, universities, other special events, job sites
 - CSUMB
 - SJSU
 - UCSC
- Continue EL Parent Advisory meetings
 - RFEP celebrations
 - Education component
- Continue funding Bilingual Instructional Technician

Appendix F:

Soquel High School Site Council Bylaws

Article I: Name of Council

The name of this council shall be the Soquel High School Site Council.

Article II: Role of Council

The school improvement plan, including a budget, shall be developed and recommended by the School Site Council. The School site Council, following approval of a school improvement plan by the staff and faculty and by the school district governing board, shall have an ongoing responsibility to review with the principal, teachers, other school personnel, and pupils the implementation of the school improvement program and to assess periodically the effectiveness of such a program. Modifications or any improvement to the plan or budget shall be developed, recommended, and approved or disapproved in the same manner. The council shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California.

Article III: Members

Section 1—Composition

The needs and resources of the school improvement program require that membership should include broad representation of parents, students, and staff, including all socioeconomic and ethnic groups represented in the school attendance area.

Representation on the council shall be: the principal, representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel, and pupils selected by the pupils attending the school. The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel: and (b) equal numbers of parents/community members and pupils. Classroom teachers shall constitute the majority of those persons representing school personnel.

Council members representing parents and/or community members may be employees of school district but may not serve as a parent representative at the site of employment.

The School Site Council shall be composed of 12 members, specifically the principal, four (4) classroom teachers and one other staff; and at most four (4) parents/community members and two (2) pupils.

Section 2—Term of Office

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents or community members and one-half, or the nearest approximation thereof, of the members representing teachers and other school personnel (except the principal) shall serve for a one-year term only during the first year of the council's existence. After the first year of the council, a chance method shall be used to determine which members shall serve one-year terms. Term of office shall be September through August. Pupils shall serve a one-year term but may serve successive years if elected.

Section 3—Selection of Members

Pupils shall elect their representatives by school-wide election as determined by student government.

Teachers will select their representatives from members of the teaching staff at the beginning of the school year.

Other school personnel shall be selected by other school personnel at the beginning of the school year.

Parents shall select their representatives by election in the beginning of the school year.* Parents who were not elected may be invited to be alternates to the School Site Council. Parents will be notified of vacancies on the School Site Council by newsletter, back-to-school information or by whatever other means deemed appropriate by the principal.

Section 4—Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 5—Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirements under which he or she was selected; e.g., a parent becomes employed by the district. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of three consecutive months. The council, by affirmative vote of two-thirds of all of the members, can suspend or expel a member.

Section 6—Transfer of Membership

Membership in the School Site Council is not transferable or assignable.

Section 7—Resignations

Any member may resign by filing a written resignation with the local school district governing board.

Section 8—Vacancy

Any vacancy on the council shall be filled for the remainder of the school year with an alternate, or by appointment by the chairperson and subject to two-thirds approval by council members. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

Article IV: Officers

Section 1—Officers

The officers of the School Site Council shall be a chairperson, vice-chairperson, and such other officers as the council may deem desirable.

Section 2—Election and Term of Office

The officers of the School Site Council shall be elected annually and shall serve for one year or until each successor has been elected.

Section 3—Removal

Any officer may be removed by a two-thirds vote of all members sitting on the School Site Council whenever, in the judgment of the council, the best interests of the council would be served thereby.

Section 4—Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, shall, by special election, be filled by the School Site Council for the unexpired portion of the term. If an office is not filled, the responsibilities of that job will be handled by the chairperson, vice-chairperson and/or the SIP coordinator until the time the office is filled.

Section 5—Chairperson

The chairperson shall preside at all meetings of the School Site council and may sign all letters, reports, and other communications of the School Site Council. In addition, the chairperson shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 6—Vice Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties, to substitute for the chairperson during his or her absence, and to assist the chairperson in keeping the School Site Council on task. The vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the School Site Council.

Article V: Committees

Section 1—Standing and Special Committees

The School Site Council may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Site Council.

Section 2—Membership

Unless otherwise determined by these in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees.

Section 3—Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4—Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the School Site Council or with policies of the governing board.

Section 5—Quorum

Unless otherwise provided in the decision of the School Site Council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6—Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

Article VI: Meetings of the School Site Council

Section 1—Regular Meetings

The School Site Council shall meet regularly at least once per month.

Section 2—Special Meetings

Special meetings may be called by chairperson or by majority vote of the School Site Council.

Section 3—Place of Meetings

The School Site Council shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4—Notice of Meetings

Public notice and meeting agendas shall be posted at least 72 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing, shall state the time of day, hour, and location of the meeting, and shall be delivered personally or by mail to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

Section 5—Decisions of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6—Quorum

The presence of 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School Site Council. No decision of the School Site Council shall be valid unless a majority of the members concur therein by their vote.

Section 7—Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rule of Order or in accordance with an appropriate adaptation thereof.

Section 8—Meetings Open to the Public

All regular and special meetings of the School Site Council and of its standing or special committees shall be open to the public.