

# 2017-2018 SCHOOL SITE COUNCIL MEMBERSHIP

Mr. Richard Urias (Secretary)	x				
Miguel Campos (President)		x			
Kathleen Curran		x			
Jennifer Brickey		x			
Chad Meyring		x			
Natalie Magana			x		
Jorge A. Limón				x	
Marta Ramirez				x	
Abel Aragon				x	
Katelyn Bui					x
Ashley Limón					x
Johnathon Meza					x
Numbers of members in each category.	1	4	1	3	3



# OHS School Site Council Bylaws

## Article I Duties of the SSC

The SSC of Oxnard High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, other school staff members and parents
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Every other month (and at each semester, trimester, etc) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

## Article II Members

### Section A: Composition

The SSC shall be composed of members 9, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff members
- 4 Parents or community members
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

### Section B: Term of Office

SSC members shall be elected for 1 or 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

### **Section C: Voting Rights**

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

### **Section D: Termination of Membership**

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC president.

### **Section E: Transfer of Membership**

Membership on the SSC may not be assigned or transferred.

### **Section F: Vacancy**

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

## Article III Officers

### **Section A: Officers**

The officers of the SSC shall be a president, vice-president, secretary, and other officers the SSC may deem desirable.

The president shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-president shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: District Title I Coordinator
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC

- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

### **Section B: Election and Terms of Office**

The officers shall be elected annually at the first meeting of the SSC and shall serve a rotating term of service. The 2 members with highest votes will serve a 2 year term. The 2 members with the lowest votes will serve a 1 year term. If a person's salary or a portion of their salary is paid through categorical funding, they may not be a member of SSC. Nominations will be done via email to Terry Lopez. Elections will be conducted through Survey Monkey. Terry Lopez will be the coordinator of election.

### **Section C: Removal of Officers**

Officers may be removed from office by a two-thirds vote of all the members.

### **Section D: Vacancy**

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

## Article IV Committees

### **Section A: Subcommittees**

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

### **Section B: Other Standing and Special Committees**

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

### **Section C: Membership**

Unless otherwise determined by the SSC, the SSC president shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the president.

### **Section D: Terms of Office**

The SSC shall determine the terms of office for members of a committee.

### **Section E: Rules**

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

### **Section F: Quorum**

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

## Article V Meetings of the SSC

### **Section A: Meetings**

The entire SSC shall meet regularly on the second Tuesday of every other month. Special meetings of the SSC may be called by the president or by a majority vote of the SSC. Proposals will be presented as an informational report and be voted on at the following meeting.

### **Section B: Place of Meetings**

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the president or by majority vote of the SSC.

### **Section C: Notice of Meetings**

Written public notice shall be given of all meetings at least 48 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: front office, Mrs. Terry Lopez's office, and via email.

All required notices shall be delivered to the SSC and committee members no less than 48 hours and no more than 5 days in advance of the meeting, personally or by mail (or by e-mail).

### **Section D: Quorum**

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

### **Section E: Conduct of Meetings**

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

### **Section F: Meetings Open to the Public**

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

## Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 2 days prior to the meeting at which the amendment is to be considered for adoption.

# OXNARD UNION HIGH SCHOOL DISTRICT

## UNIFORM COMPLAINT PROCEDURES FORM

Pursuant to Board Policy 1312.3, a complaint alleges a matter which, if true, would constitute a violation of state or federal law(s) or regulation(s) or complaints regarding district personnel or matters regarding instructional materials. If a person wishes to file such a complaint, this form is to be completed in its entirety and returned to the school Principal or to the district Complaint Officer (the Assistant Superintendent-Educational Services).

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Complainant \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Address \_\_\_\_\_  
(Street) (City) (Zip Code)

Relationship to Pupil \_\_\_\_\_

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Name of Pupil \_\_\_\_\_ Birthdate \_\_\_\_\_ Age \_\_\_\_ Sex \_\_\_\_

School \_\_\_\_\_ Address \_\_\_\_\_

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### COMPLAINT:

Manner to which adversely affected:

Redress sought:

[use additional pages, as needed]

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Signature of Complainant	Date
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Complaint Received By	Position	Date
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**OXNARD UNION  
HIGH SCHOOL DISTRICT**

High Expectations and Powerful Futures for Every Student

### COMPLAINT FORM

Complete form and submit complaint to Site Principal or Assistant Superintendent of Human Resources:

Attn (Principal):

School:

Name of the Complainant: \_\_\_\_\_

If an employee, state job title/site: \_\_\_\_\_

If a student or parent, state school site: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Name of the person against whom the complaint is made: \_\_\_\_\_

Are you filing the complaint on behalf of someone else? If so, specify for whom you are filing this complaint:

\_\_\_\_\_

Has the complaint been discussed with the person named in the complaint? \_\_\_\_\_

State who you have spoken to about the complaint and specify the date(s) when this occurred (use additional pages if necessary):

\_\_\_\_\_

Describe the nature of the complaint (please use additional pages if necessary and attach them to this form):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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State the date(s) that the subject of the complaint occurred:

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State the date, place, and witnesses of the alleged act(s):

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If applicable, state the specific laws, regulations or District rules that were allegedly violated:

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What resolution or corrective action(s) are you requesting?

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Date complaint submitted: \_\_\_\_\_

Signature of complainant: \_\_\_\_\_



## School Goals for Improving Student Achievement

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**Goal #1:** Develop and implement instructional, curricular, and assessment practices that support HS graduation and college and career readiness.

Using a team approach and focus on highly effective practices and strategies, schoolwide actions/goals must be established to reduce variation in teaching practices. Through working as a team, Oxnard HS can experience exponential growth in college and career readiness.

### Describe how this goal aligns to the district's LCAP Plan goals.

This goal aligns directly with goal 1 of the district LCAP.

### What data was used to form this goal?

The following data will be used to assess goals progress:

- Graduation Rate
- D/F Rates
- CELDT/ELPAC reclassification rate
- Seal of Bi-Literacy and Golden State Seal Merit Diploma rates
- A thru G enrollment and completion rates
- SBAC, PSAT, SAT, ACT English Language Arts (ELA) and Math scores and participation rates
- EAP ELA and Math "Met" rates
- AP Equity and access rate, participation rate, pass rate
- Achieve California Distinguished School
- WASC and LCAP evidence and feedback

### Individuals involved in analyzing data and formulating goal.

Leadership Team  
Instructional Coaches (Instruction and Technology)  
Core Department Teachers  
Core Department Chairs  
Administration

### What did the analysis of the data reveal that led to this goal?

Student achievement rates are not equal to student potential

### Identify targeted student groups and expected growth.

All students, including significant subgroups: Hispanic, English Learners, Migrant, Foster Youth, Students with Disability and Low Income.

### What data will be collected to measure student achievement?

The following data will be used to assess goals progress:

- Graduation Rate
- D/F Rates
- CELDT/ELPAC reclassification rate
- Seal of Bi-Literacy and Golden State Seal Merit Diploma rates
- A thru G enrollment and completion rates
- SBAC, PSAT, SAT, ACT English Language Arts (ELA) and Math scores and participation rates
- EAP ELA and Math "Met" rates
- AP Equity and access rate, participation rate, pass rate
- Achieve California Distinguished School

**Identify the process for monitoring and evaluating collected data:**

- Weekly, monthly, quarterly, and annual program monitoring and evaluation of assessments.
- PLCs designed to review and discuss data and plan instruction
- ELRT and ELCC committees to review CELDT/ELPAC
- Admin and counselors reviewed grade reports each 5 weeks
- Administrative review and comparison of all data as we receive it
- Leadership team review of data and discussion on meaning
- Whole staff through faculty meetings
- Counselor meetings to review A-G and graduation rates

**Describe the actions to improve achievement to exit program improvement (if applicable):**

To increase student engagement, Oxnard HS should move from a teacher-centered classroom to a student-centered classroom. Through the use of structured Inquiry with clear learning objectives (Essential Question), create opportunities for students to collaborate and increase student self-efficacy. We must emphasize the teaching of reading strategies and differentiate for students by providing scaffolded resources so they can choose their own onramp to the learning goal. Utilize curriculum that is developmentally, culturally, or locally relevant that connects with students' real-world experiences. Create common formative and summative assessments schoolwide. Finally, create a system of support where teachers interact and support each other in the use of highly effective instructional skills, use of inquiry, close reading strategies, and organizational strategies.

**Goal #2:** Identify and effectively implement standards aligned materials and educational technology that supports HS graduation and college and career readiness.

**Describe how this goal aligns to the district's LCAP Plan goals:**

This goal aligns with the district's LCAP Goal #2. We want students to graduate on Friday and have a plan for Monday.

**What data was used to form this goal:**

- Academy Participation Rate
- CTE Course Participation Rate
- Number of students completing a CTE Career Pathway
- Number of seniors completing FAFSA
- Applications to two and four year colleges
- Number of students visiting College and Career Center and attending college speakers

**Individuals involved in analyzing data and formulating goal:**

Leadership Team  
Instructional Coaches (Instruction and Technology)  
Core Department Teachers  
Core Department Chairs  
Administration  
College and career center counselor

**What did the analysis of the data reveal that led to this goal:**

Data analysis revealed the need for stronger FAFSA completion support, need for a stronger college going culture schoolwide, need to increase CTE career pathway completion, and increased assessment achievement.

**Identify targeted student groups and expected growth:**

All students, including significant subgroups: Hispanic, English Learners, Migrant, Foster Youth, Students with Disability and Low Income

**What data will be collected to measure student achievement?**

- Current standardized tests
- CAASPP Results
- Departmental Formative and Summative Assessment Data
- California Dashboard for College and Career Readiness
- FAFSA completion rates
- CTE Pathway completion rates

**Identify the process for monitoring and evaluating collected data:**

- Weekly, monthly, quarterly, and annual program monitoring and evaluation of assessments.
- PLCs designed to review and discuss data and plan instruction
- ELRT and ELCC committees to review CELDT/ELPAC
- Admin and counselors reviewed grade reports each 5 weeks
- Administrative review and comparison of all data as we receive it
- Leadership team review of data and discussion on meaning
- Whole staff through faculty meetings
- Counselor meetings to review A-G and graduation rates
- College and Career center monthly data review
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**Describe the actions to improve achievement to exit program improvement (if applicable):**

STRATEGY: Utilize College and Career Center, counseling, and AVID program to guide students in identifying college and career options and supporting them through the application process. Utilize Linked Learning to increase Career Readiness.

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**Goal #3:** Identify and effectively implement academic and socio-emotional positive learning behaviors, interventions, and support programs for students.

Establish a nurturing classroom and schoolwide environment where all students, especially students from low income households, ELLs, Migrant Students, Students with Disabilities, and students of color, feel cared for, hold high expectations, and are provided purposeful and targeted academic and emotional support.

**Describe how this goal aligns to the district's LCAP Plan goals:**

This goal is the same as the district's LCAP Goal #3.

**What data was used to form this goal:**

- Suspension rates
- Attendance, tardy, truancy, chronic truancy rates
- Student survey results
- Healthy kids survey results
- Healthy kids survey results
- CAASPP results (ELA and Mathematics)
- Graduation Rate
- Dropout Rate
- RFEP Rates

**Individuals involved in analyzing data and formulating goal:**

Instructional Leadership Team  
Guidance Techs  
Counselors  
Administration  
PBIS Coaches

**What did the analysis of the data reveal that led to this goal:**

Student achievement is impacted positively when students interact with a caring, positive adult who provides high expectations, including clear academic expectations, and the support necessary to achieve these expectations in a campus environment that is safe and welcoming. With that said, OHS students have much to gain from after-school tutoring opportunities, Saturday School, a dedicated and committed PBIS cohort, three trained PBIS coaches, and three counseling support groups (Anger Management, Teen Issues Male and Female, and Teen Relationships.)

**Identify targeted student groups and expected growth:**

All students, including significant subgroups: Hispanic, English Learners, Migrant, Foster Youth, Students with Disability and Low Income

**What data will be collected to measure student achievement?**

- Suspension rates
- Attendance, tardy, truancy, chronic truancy rates
- Student survey results
- Healthy kids survey results
- Healthy kids survey results
- CAASPP results (ELA and Mathematics)
- Graduation Rate
- Dropout Rate
- RFEP Rates

**Identify the process for monitoring and evaluating collected data:**

- Weekly, monthly, quarterly, and annual program monitoring and evaluation of assessments.
- PLCs designed to review and discuss data and plan instruction
- ELRT and ELCC committees to review CELDT/ELPAC
- Admin and counselors reviewed grade reports each 5 weeks
- Administrative review and comparison of all data as we receive it
- Leadership team review of data and discussion on meaning
- Whole staff through faculty meetings
- Counselor meetings to review A-G and graduation rates
- College and Career center monthly data review
- PBIS team disaggregated data analysis

**Describe the actions to improve achievement to exit program improvement (if applicable):**

STRATEGY: OHS will use PBIS, to ensure the fact that all students are afforded to learn and interact in an environment that is safe, secure, uplifting, and positive. Additionally, students will be granted access to a myriad of after-school tutoring / APEX opportunities, Saturday School, and a wide range of counseling support groups.

	Strategies/Action Plans	Start & Completion Dates	Personnel Responsible	Funding Source & Amount	Process for Evaluation of Implementation
1.	The District Administrators will monitor school site meetings of Migrant Education PAC, School Site Council, ELAC and Title 1 parent meetings by reviewing forwarded attendance lists; agendas and minutes. At least six (6) formal ELAC meetings will be held in accordance with the EL Master Plan guidelines as noted on the school calendar and coordinated with DELAC meetings.	On-Going	Admin Department Chairs Instructional Coaches Leadership Coordinators	LCAP	
2.	The site administrators in collaboration with the District Parent Liaison will organize parent trainings that allow parents opportunities to support their children's academic success from one or more of the following areas: <ul style="list-style-type: none"> <li>• Workshops and ideas on how to support learning at home.</li> <li>• Access to daily/weekly homework assignments.</li> <li>• Viable parent/family information and or resource centers.</li> <li>• Computer trainings for Blackboard and other District programs.</li> <li>• Continue with Parents Prepared, Parent Project, PIQE and other related trainings such as A-G Requirements</li> <li>• Coordinated Special Education Services/EL/AVID meetings for parents.</li> </ul>	On-Going	Admin Department Chairs Instructional Coaches Leadership Coordinators	LCAP	N/A
3.	The District Parent Liaison May coordinate "Parents Prepared" classes in both English and Spanish for parents specifically designed to understand communications from the school and to support their children's education. The District Parent Liaison may coordinate "Parent Project" classes in both in English and Spanish for parents specifically designed to assist parents in obtaining skills to ensure student success.	On-Going	Admin Department Chairs Instructional Coaches Leadership Coordinators	LCAP	DO Funds

**Goal #4:** Identify and effectively implement standards aligned materials and educational technology that supports HS graduation and college and career readiness.

Embrace our parents, family, and community partners in the education of our student and provide them with the information and access necessary to provide strong support to students.

**Describe how this goal aligns to the district's LCAP Plan goals:**

This goal is the same as the District's LCAP Goal #4

**What data was used to form this goal:**

- Suspension rates
- Attendance, tardy, truancy, chronic truancy rates
- Student survey results
- Healthy kids survey results
- Healthy kids survey results
- CAASPP results (ELA and Mathematics)
- Graduation Rate
- Dropout Rate
- RFEP Rates

**Individuals involved in analyzing data and formulating goal:**

Instructional Leadership Team  
Guidance Techs  
Counselors  
Administration  
Teachers  
Classified staff

**What did the analysis of the data reveal that led to this goal:**

We have increased parent involvement and parent participation at our Parent Classes; however, with over 2800 students, we must continue to increase parent involvement. More information needs to be available to parents in written format in both English and Spanish.

**Identify targeted student groups and expected growth:**

All parents/guardians of our students including significant subgroups.

**What data will be collected to measure student achievement?**

- Healthy Kids Parent Survey
- Title 1 Survey provided by the District Office
  - OUHSD Customer Service Surveys

**Identify the process for monitoring and evaluating collected data:**



**Richard Urias**

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**From:** Thomas McCoy  
**Sent:** Tuesday, September 26, 2017 10:19 AM  
**To:** Principal  
**Cc:** John Kim; Guadalupe Reyes  
**Subject:** Site Budgets  
  
**Importance:** High

All,

Here are the starting amounts for site budgets that you should be using to develop your SPSA.

	<u>sup/con 0709</u>	<u>migrant 3060</u>	<u>T I targeted 3010</u>	<u>T1/T3 SWP 3150</u>
ACHS	57478			
CIHS	159813	39203		289725
CHS	26046		43990	
FHS	27976	5616		52807
HHS	145021	60687		254346
GHS	134571	91626		239074
PHS	201454	30565		348296
ROHS	3055			
RMHS	104586	33888		187823

Thanks,

Tom

Tom McCoy, Ed.D.  
Assistant Superintendent Educational Services  
Oxnard Union High School District

