

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AGENDA #933

DATE: October 18, 2016

PLACE: **Oak Park High School Presentation Room – G-9**
899 N. Kanan Road, Oak Park, CA 91377

TIME: **5:00 p.m. Closed Session – G9**
6:00 p.m. Open Session – G9

The Mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, that includes academic achievement, personal growth and social responsibility.

BOARD OF EDUCATION

Allen Rosen, President
Drew Hazelton, Vice President
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Educating Compassionate and Creative Global Citizens

ADMINISTRATION

Dr. Anthony W. Knight, Superintendent
Ragini Aggarwal, Executive Assistant
Martin Klauss, Assistant Superintendent, Business & Administrative Services
Dr. Leslie Heilbron, Assistant Superintendent, Human Resources
Dr. Jay Greenlinger, Director Curriculum and Instruction
Enoch Kwok, Director, Educational Technology & Information Systems
Susan Roberts, Director, Pupil Services
Cliff Moore, Consultant

COPY OF ENTIRE AGENDA ON WEB SITE

www.opusd.org

10/12/2016

INDIVIDUALS WHO REQUIRE SPECIAL ACCOMMODATION TO PARTICIPATE IN A BOARD MEETING, INCLUDING BUT NOT LIMITED TO AN AMERICAN SIGN LANGUAGE INTERPRETER, ACCESSIBLE SEATING OR DOCUMENTATION IN ACCESSIBLE FORMATS, SHOULD CONTACT THE SUPERINTENDENT'S OFFICE 72 HOURS PRIOR TO THE MEETING TO ENABLE THE DISTRICT TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCOMODATION AND ACCESSIBILITY TO THIS MEETING. PHONE (818) 735-3206 OR FAX (818) 879-0372 or e-mail: raggarwal@opusd.org

Welcome to a meeting of the Oak Park Unified School District Board of Education. Routine items are placed under the Consent Calendar and are approved by a single vote of the Board. When the agenda is adopted, a member of the Board may pull an item from the Consent Calendar and transfer the item to an appropriate place on the agenda for discussion.

The President of the Board shall inquire if there is anyone in the audience who desires to address the board with respect to any items appearing on the closed session agenda, regular session agenda, or on any issue within the subject matter jurisdiction of the Governing Board. The speaker cards are available in the Board Room and must be completed and handed to Ragini Aggarwal, Executive Assistant, prior to the beginning of the meeting. All comments for either agenda items or non-agenda items must be limited to three minutes or less.

Your comments are greatly appreciated. However, the Board cannot enter into a formal discussion at this time, nor can a decision be made. Matters warranting discussion will be placed on a future agenda. The information on the speaker card is voluntary but will assist the Board President in conducting the meeting. Thank you for your cooperation and compliance with these guidelines

*All Board Actions and Discussion are electronically recorded and maintained for thirty days.
Interested parties may review the recording upon request.
Agenda and supporting documents are available for review prior to the meeting at the District Office located at 5801 Conifer Street, Oak Park, CA 91377*

NEXT REGULAR MEETING

Tuesday, November 15, 2016

Closed Session at 5:00 p.m. Open Session at 6:00 p.m.

Oak Park High School, Presentation Room, G9

AGENDA IS POSTED AT THE FOLLOWING LOCATIONS IN OAK PARK:

District Office, 5801 East Conifer St.

Brookside Elementary School, 165 N. Satinwood Ave.

Oak Hills Elementary School, 1010 N. Kanan Rd.

Red Oak Elementary School, 4857 Rockfield St.

Medea Creek Middle School, 1002 Double Tree Rd

Oak Park High School, 899 N. Kanan Rd.

Oak View High School, 5701 East Conifer St

Oak Park Library, 899 N. Kanan Rd.

Internet Home Page: <http://www.opusd.org/>

**OAK PARK UNIFIED SCHOOL DISTRICT
AGENDA – REGULAR BOARD MEETING #933
October 18, 2016**

CALL TO ORDER – Followed by Public Comments/5:00 p.m.

CLOSED SESSION: 5:00 p.m.

OPEN SESSION: 6:00 p.m.

The Oak Park Unified School District Board of Education will meet in Regular Session at the **Oak Park High School Presentation Room – G-9**, Oak Park, California.

I. CALL TO ORDER: _____ p.m.

II. PUBLIC SPEAKERS – CLOSED SESSION AGENDA ITEMS

III. RECESS TO CLOSED SESSION FOR DISCUSSION AND/OR ACTION ON THE FOLLOWING ITEMS:

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

B. PUBLIC EMPLOYEE EMPLOYMENT : Guest Teachers

C. CONFERENCE WITH LABOR NEGOTIATORS:

Agency designated representatives: Leslie Heilbron and Martin Klauss

Employee organizations: Oak Park Teachers Association and Oak Park Classified Association

IV: CALL TO ORDER – RECONVENE IN OPEN SESSION AT: _____ p.m.

A. ROLL CALL

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS TAKEN

D. ADOPTION OF AGENDA

V. PUBLIC SPEAKERS: SPEAKERS ON AGENDA AND NON-AGENDA ITEMS

VI. OPEN COMMUNICATIONS/PRESENTATIONS

A. BOARD REPORTS/DISCUSSION/COMMUNICATIONS

1. Presentation of the Partners in Education Award to Harry Medved
2. Presentation to Barry Myerson, Founder of the Friends of Oak Park Schools
3. Remarks from Board Members
4. Remarks from Student Board Member
5. Remarks from Superintendent
6. Report from School Site Councils
7. Presentation on 2016 Assessment Results

8. Report from the Technology Department
9. Discussion and Updates on District of Choice
10. Report on Emergency Crisis Operations Plan Review

B. BUSINESS SESSION:

1. CONSENT AGENDA

Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.

At the request of any member of the Board, any item on the Consent Agenda shall be removed and given individual consideration for action as a regular agenda item.

- a. [Approve Minutes of Regular Board Meeting September 20, 2016](#)
- b. [Public Employee/Employment Changes 01CL23239-01CL23245 & 01CE08033-01CE08115](#)
- c. [Approve Purchase Orders – September 1 - September 30, 2016](#)
Board Policy 3300 requires Board approval of Purchase Orders
- d. [Approve Certification of 2015-16 Annual Attendance Report](#)
Board Approval required of Annual Attendance Report
- e. [Approve Overnight Trip for Oak Park High School Future Business Leaders of America Club to Attend the Leadership Development Institute – November 5-6, 2016](#)
Board Policy 6153 requires Board approval for student overnight trips
- f. [Approve School Counseling Internship Agreement with Phillips Graduate University – August 1, 2016 –June 30, 2017](#)
Board Policy 3312 requires Board approval for contracts for services
- g. [Approve Overnight Trip for Medea Creek Middle School 6th Grade Pali Institute – November 30 to December 2, 2016](#)
Board Policy 6153 requires Board approval for student overnight trips
- h. [Approve Quarterly Report on Williams Uniform Complaints – October 2016](#)
Education Code 35185 requires Board approval of each quarterly report regarding complaints against the District by the public regarding textbooks and instructional materials, teacher vacancy or misassignment or facility conditions
- i. [Approve Disposal of Obsolete or Surplus Instructional Materials, Books, and/or Library Books](#)
Board approval is required to dispose of obsolete or surplus materials
- j. [Approve Annual Teacher Assignment Report](#)
Under provisions of SB 435, Board approval required for Annual Teacher Assignment Report
- k. [Approve Renewal of District Membership in California School Funding Coalition](#)
Board Approval required for Renewal of Membership
- l. [Approve Notice of Completion, Project 16-02R, Gymnasium Restroom ADA Improvements at Oak Park High School](#)
Board approval required for Notice of Completion
- m. [Approve Notice of Completion, Project 16-04R, Americans with Disability Act \(ADA\) Upgrades at Oak Hills Elementary School](#)
Board approval required for Notice of Completion
- n. [Approve Notice of Completion, Project 16-06R, Parking Lot Resurfacing at Oak Park High School](#)
Board approval required for Notice of Completion

- o. [Approve Notice of Completion, Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School](#)
Board approval required for Notice of Completion
- p. [Approve Notice of Completion, Project 16-07F, Construction of School Garden at Medea Creek Middle School](#)
Board approval required for Notice of Completion

ACTION

2. BUSINESS

- a. [Approve Measure C6 Five-Year Master Plan 2016 Update](#)
Board approval required for C6 Five-Year Master Plan Update
- b. [Ratify Agreement for Structural Engineering Services, Project 15-02R, Elementary Shade Structures, Phase 2](#)
Board Policy 3312 requires Board approval for contracts for services
- c. [Approve Notice of Completion, Project 15-02R, Elementary Shade Structures, Phase 2](#)
Board approval required for Notice of Completion
- d. [Approve Proposition 39 Grant Project 16-09F, Districtwide Interior Lighting Retrofit](#)
Board Policy 3312 requires Board approval for contracts for services
- e. [Approve Measure C6 Bond Fund Equipment Purchase – Classroom Technology Equipment for 2016-17 School Year](#)
Board approval required for purchases made from Measure C6 Bond Fund
- f. [Approve Measure C6 Bond Fund Equipment Purchase – Classroom Furniture and Equipment for 2016-17 School Year](#)
Board approval required for purchases made from Measure C6 Bond Fund
- g. [Approve Measure C6 Bond Fund Equipment Purchase – Maintenance and Operations Vehicle](#)
Board approval required for purchases made from Measure C6 Bond Fund
- h. [Approve Change Order No. 2, Hughes General Engineering, Project 16-10F, Outdoor Classroom at Brookside Elementary](#)
Board approval required for change orders
- i. [Approve Notice of Completion, Project 16-10F, Outdoor Classroom at Brookside Elementary School](#)
Board approval required for Notice of Completion
- j. [Approve Consultant Agreement for Proposition 39 Grant Application and Audit Services](#)
Board Policy 3312 requires Board approval for contracts for services
- k. [Approve Overnight Trip for Student Board Member to Attend the CSBA Annual Conference – December 1-3, 2016](#)
Board Policy 6153 requires Board approval for student overnight trips

3. PUPIL SERVICES

- a. [Approve Contract for Non-Public Agency Services for Special Education Student #10-16/17 - \\$53,760.00](#)
Board Policy 3312 requires Board approval for contracts for services
- b. [Approve Contract for Non-Public Agency Services for Special Education Student #11-16/17 - \\$29,275.95](#)
Board Policy 3312 requires Board approval for contracts for services

4. CURRICULUM

- a. **Public Hearing and Discussion on the Plan for College Readiness Block Grant**
SB 828 requires a Public Hearing and discussion before adopting the plan for College Readiness Block Grant
- b. **Approve Additional Textbooks for Oak Park Independent School**
Board approval required for new textbooks

5. BOARD POLICIES

- a. **Approve Amendment to Board Policy 4030 – Nondiscrimination in Employment – First Reading**
Board policy updated to add prohibited discrimination against an employee or job applicant on the basis of his/her association with a person or group on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.
- b. **Approve Amendment to Board Policy 4112.2 – Certification – First Reading**
Board Policy updated to add requirement, as amended by the, Every Student Succeeds Act (P.L. 114-95), to notify parents/guardians of each student attending a school receiving Title I funds that they may request certain information regarding the qualifications of their child's teacher.
- c. **Approve Amendment to Board Policy 4112.21 - Interns - First Reading**
Board Policy updated to reflect repeal of 20 USC 6319 pursuant to the, Every Student Succeeds Act (P.L. 114-95).
- d. **Approve Amendment to Board Policy 4113 – Assignment – First Reading**
Board Policy updated to delete material referencing assignment of teachers who meet the qualifications of "highly qualified" teachers, as those requirements were repealed by the, Every Student Succeeds Act (ESSA) (P.L. 114-95). Policy also revised to reflect the continuing requirement to describe in the Title I local educational agency plan how the district will address any disparities that result in low-income or minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Details reflecting the state's Compliance Monitoring, Intervention and Sanctions program deleted as the CDE's ESSA transition plan indicates that districts will not be required to participate in that program in the 2016-17 school year.
- e. **Approve Deletion of Board Policy, Administrative Regulation, and Exhibit 4112.24 – Teacher Qualifications Under the No Child Left Behind Act - First Reading**
Board Policy, regulation, and exhibit deleted since NEW FEDERAL LAW (P.L. 114-95) repealed requirements that teachers meet criteria of "highly qualified" teachers, as defined.

VII. INFORMATION ITEMS

1. **Monthly Enrollment and Attendance Report**
2. **Monthly Cash Flow Report**

VIII. OPEN DISCUSSION

IX. ADJOURNMENT:

There being no further business before this Board, the meeting is declare adjourned at ____ p.m.

X. SCHOOL REPORTS/SCHOOL SITE COUNCIL REPORTS

1. [Brookside Elementary School Report](#)
2. [Oak Hills Elementary School Report](#)
3. [Red Oak Elementary School Report](#)
4. [Medea Creek Middle School Report](#)
5. [Oak Park High School Report](#)
6. [Oak View High School/Oak Park Independent School](#)
7. [Oak Park Neighborhood School](#)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: A.10. REPORT ON EMERGENCY CRISIS OPERATIONS PLAN REVIEW
INFORMATION

ISSUE: Shall the Board review the report and recommendations regarding the District's emergency crisis operations plan?

BACKGROUND: At its September 20, 2016 Board meeting the Governing Board approved the Consultant agreement with Dr. Ronald Stephens, Executive Director of the National School Safety Center to conduct a school safety and crisis readiness review and provide a strategic evaluation of policies, systems, and programs that compose the crisis preparation, crisis prevention, crisis management, and crisis recovery systems of the Oak Park Unified School District. Dr. Stephens has concluded his findings and recommendations, a copy of Dr. Stephens' report with recommendations is provided for the Board's information.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Emergency Crisis Operations Plan Review

Prepared by

Dr. Ronald D. Stephens
Executive Director
National School Safety Center
www.schoolsafety.us
805 373 9977

For

Dr. Tony Knight
Superintendent of Schools
Oak Park Unified School District
5801 East Conifer
Oak Park, California 91377

October 6, 2016

Background & Scope of Project

In mid-August, Dr. Tony Knight, Superintendent of Schools for the Oak Park Unified School District contacted the National School Safety Center to request a review of Oak Park USD's Emergency Crisis Operations Plan in order to make certain that the plan is fully operational and up to date. In addition to reviewing the District's Emergency Response Plan, Dr. Knight asked that a review be made of all other campuses within the district, seeking recommendations for additional safety measures to be considered should additional resources become available.

Dr. Tony Knight and the Oak Park Unified School District Board are to be commended for their commitment to review and enhance their school safety and crisis management systems prior to experiencing a major crisis. Generally when the National School Safety Center is called to work with a district it is in the aftermath of a major crisis. The nature of this site review is preventive rather than responsive to a crisis.

During the month of September, 2016 meetings were held with Mr. Stew McGugan, Principal of Oak Park Independent School and Oak View School and the District's School Safety Director. Ms. Julie Swarez, Director of Facilities and Operations for the District also participated in the organizational review. Additional meetings and conversations were held with Superintendent Tony Knight. Dr. Knight stressed that he wanted to make certain that the substance of the crisis plan and its operational capabilities would meet or exceed the state standards of reasonable care.

The following materials were reviewed:

- Oak Park USD School Safety Plan
- OPUSD Crisis Plan
- School Board Policies pertaining to Safe Schools
- Oak Park High School Student Handbook
- Media Creek Middle School Student Handbook
- Brookside Elementary School Handbook
- Oak Hills Elementary School Handbook
- Red Oak Elementary School Handbook
- Oak View High School Handbook
- Oak Park Independent School Parent/Student Handbook
 - Kindergarten to Grade 5
 - Grade 6-12
- First Five Parent Handbook

The Oak Park Unified School District has a rich history of national and state awards that affirm the District's tradition of rich success and excellence in being recognized as a district full of National Blue Ribbon Schools, California Distinguished Schools and California Gold Ribbon Schools. From the elementary schools up through and including Media Creek Middle School and Oak Park High School, the positive awards and accolades are stunning!

In order to organize the requirements of this review, this report is divided into five main sections:

What do responsible crisis planning and management expectations look like?
What is the Oak Park Unified School District doing now?
Areas where the crisis plan could be strengthened?
Policies or procedures that should be restated or changed
Recommendations for Future Planning
Concluding Remarks.

What Do Responsible Crisis Planning and Management Systems Look Like?

In order to evaluate the District's compliance and readiness to manage a school crisis, it is important to first understand what effective crisis plans look like and to determine whether or not they meet the reasonable expectations of national and state guidelines.

NIMS (National Incident Management System) provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size or complexity of the incident. NIMS is not an operational plan. Rather it is an organizational framework of a set of concepts, principles and doctrines that enables effective and efficient collaboration in responding to an incident.

NIMS ensures that those individuals involved in the incident response and recovery understand their roles and have the tools they need to work together effectively. NIMS defines the incident response organizational concepts and structure. It includes procedures for managing personnel, facilities, equipment and communication protocols that are used throughout the life cycle of an incident from the period of the initial threat to parent/student reunification.

NIMS components include:

- **Preparedness** – this includes activities that should occur before the crisis such as integrated combinations of planning, procedures and protocols, training, personnel qualifications and certification, and equipment certification.
- **Communications and Information Management** – emergency management and incident response activities rely upon communications and information systems that provide a common operating picture and theme to all command and supporting response agencies. For instance, during the Columbine crisis there were nine different SWAT teams that responded to the school. They were all operating on different radio frequencies. Their lack of a common communications system compromised their ability for a rapid response.

Interagency operability, reliability, portability and back-up communications systems are important.

- **Resource Management** – Resources such as personnel, equipment and supplies are needed to support critical incident objectives. The logistical organization and flow of these resources must be fluid and adaptable to the situation. NIMS procedures define standardized processes and mechanisms to identify requirements, order and acquire resources, mobilize, track and report, recover and demobilize, reimburse and inventory resources. Key resource management concepts advocated by NIMS were developed as a result of lessons learned by fire-fighting teams in California as they responded to major forest fires requiring joint command cooperation among many jurisdictions.
- **Command and Management** – the command and management component within NIMS is designed to enable effective and efficient incident management and coordination by providing flexible, standardized incident management structures. The structures are based on three key organizational constructs: the Incident Command System, Multiagency Coordination Systems and Public Information. There is also a command management component that focuses on a coordinated effort in the intelligence and investigation operations within and among the crisis response team. The key factor involves having a mutual understanding among first responders as to what a “unified command structure” would look like and how it would function.
- **Ongoing Management and Maintenance** – includes two key components of the National Integration Center (NIC) and Supporting Technologies. The National Integration Center is a division of the U.S. Department of Homeland Security. NIC’s goal is to manage and administer the National Incident Command System’s compliance between the private corporate section and its jurisdictional counterparts. The goal, and typical result of NIMS, is a coordinated, faster and more effective resolution of a crisis.

According to Federal Emergency Management Agency (FEMA), NIMS provides “a consistent nationwide template to enable Federal, State, tribal, and local governments, the private sector, and nongovernmental organizations to work together to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity, including acts of catastrophic terrorism.”

The goal of supporting technologies includes pursuing ways to leverage science and technology to improve capabilities and lower the cost of response to crises. It also includes training and exercise support along with standards and credentialing that may be developed relative to crisis management.

Within the context of a NIMS system it is important for all first responders to work together in identifying each organization's roles, responsibilities and duties. A Unified command applies ICS (the incident command structure) to incidents involving multiple jurisdictions or agencies. It enables school and other supporting agencies with different legal, geographic and functional responsibilities to coordinate, plan and interact effectively. The Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within the Unified Command. Within Unified Command, law enforcement would not tell school personnel how to manage, for example, parent-student reunification decisions nor would law enforcement tell the firefighters how to do their job. The local school district will still have the responsibility to respond and manage the crisis. However with the NIMS and SEMS system there is a broader support mechanism in place to serve the safety needs of the students, staff and the community.

What is the purpose of SEMS?

According to the legal provisions of Section 560 of Title 5, California Administrative Code and the California Code of Regulations, Title 19, Division 2 of the Standardized Emergency Management System (SEMS) and Title 29 of the Code of Federal Regulations Part 1910 (OSHA) and its Cal-OSHA equivalent, the legislation is intended to standardize responses to emergencies involving multiple jurisdictions or multiple agencies for the purpose of providing the maximum security and safety for students, protecting school property and to minimize loss of life among students and staff in the event of a disaster. It requires emergency response agencies to use basic principles and components of emergency management including ICS (Incident Command System), multi-agency report system and established mutual aid systems. In many ways, the SEMS and NIMS guidelines reflect the principles of a seamless process that join the capacities of local, state and federal officials.

School officials cannot stop all school crime or crisis incidents, but they can prepare for them effectively and take reasonable steps to access and manage all of the resources and opportunities that are available to the District.

Section 3100 of the California Government Code has declared all public employees as "Disaster Service Workers" subject to such disaster service activities as may be assigned to them by their superiors or by law. Inasmuch as all school employees are designated as disaster service workers it is particularly important that all employees be trained in disaster management and that each staff member understands their roles and responsibilities in the event of a crisis.

California Administrative Code Title 5, Education Section 560 requires each school site to test its plan (other than fire drills) on a rotating basis at least two times during the school year and keep a record of such tests. Each principal of each school site must

formulate and submit to the district superintendent for approval a civil defense and disaster preparedness plan for that school. Consequently, it will be important to create and execute a series of crisis planning drills that meet state requirements.

It is also interesting that state legislation designates public schools as mass care shelters during disasters or emergencies and calls upon governing boards to work with such groups like the Red Cross. Yet, no appropriation is made to reimburse schools and school districts for costs incurred in carrying out these programs. School officials deserve high credits for many of the unfunded mandates they are called upon to fulfill. Every school board should periodically pause to acknowledge and offer special gratitude to the educators who continue to make daily contributions to the well-being and safety of the District.

Senate Bill 187, described as the Comprehensive School Safety Plan, unites all existing state statutes with regard to school safety. The legislation, as a minimum, requires that the comprehensive safety plan include programs, policies and procedures that will provide and maintain a high level of school safety in the following areas:

- School crime prevention
- Child abuse reporting
- Disaster procedures
- Student behavior management including suspension and expulsion
- Teacher notification of dangerous pupils
- Sexual harassment prevention
- School dress code
- Safe ingress and egress
- Safe and orderly environment
- School discipline: rules and procedures.

When these broad areas of school safety management have been met, the district has fulfilled its obligations under the law. The bill requires school site councils to write, develop and adopt a comprehensive school safety plan that is relevant to the needs and resources of the school. The school site council is required to hold a public hearing to allow members of the public to express an opinion about the school safety plan. It will be important to review all of the actionable requirements stipulated in the law. These process functions suggest several “to do” activities on the part of the school site council in meeting the requirements of the law and then the need to follow-up with drill and practice activities.

Board Policy and Law have an equal force upon District practices and procedures

It is noteworthy that good educational practice in the area of school safety is driven by either law or policy. Often times it is also driven by responsible operational processes that school officials administer without the mandate of law or policy. Certain leadership choices merely reflect responsible policies that come from the heart as opposed to state law or board mandates. The effect of good responsible practices can be as powerful as policy or law. School safety can be driven through the “duty door” of legal compliance or it can come through the “heart door” of responsible practice and good judgment.

What is the Oak Park Unified School District Doing Now?

The Oak Park Unified School District has developed a very thorough and comprehensive school safety plan which in my professional opinion meets or exceeds the standard of care required by State Law. At the time of this review, the School District had already completed their “Annual Update Checklist” for their Comprehensive School Safety Plan. This process involves making annual updates and reviews in 12 key operational areas that pertain to school safety, school climate and student behavior management. Each one of these activities is required by either State Law or OPUSD board policy. This includes such matters as:

- Disaster Response Procedures
- Child Abuse Reporting Protocols
- Safe Ingress and Egress
- Safe and Orderly Environment
- Rules and Procedures on School Discipline
- Hate Crime and Bully Prevention Policies
- Teacher Notification Policies Regarding Dangerous Students
- Suspension and Expulsion Policies
- Discrimination and Sexual Harassment Prevention
- Schoolwide Dress Code Prohibiting Gang Attire
- Programs and Practices that Promote Safe and Drug-Free Schools
- & Policies and Regulations pertaining to Infectious Diseases

While these issues may appear to be rather basic and “pedestrian” their proper administration and implementation will go a long way towards precluding a major crisis. More importantly however, these twelve elements incorporate the primary state mandates for a school district to meet the state standard for safe school planning and management.

The framework for Oak Park Unified School District’s Emergency Response Plan is well written and instructive.

As a matter of routine procedures, each year Stew McGugan, the District Director of School Safety, leads a school safety site tour at the various campuses of the OPUSD to

review current conditions and to make recommended changes for the safety plan at each site.

A crisis management “Quick Reference Guide” in a red binder is provided for each classroom teacher. The guide is currently being updated.

At the beginning of each year school crisis management training and strategies are discussed with all teachers and staff at the in-service training program.

An emergency “Crisis Management Briefcase” with emergency crisis resources has been prepared for each campus administrator. Stew McGugan has prepared and updated these resources for each principal. They are in a state of readiness for immediate use.

The District currently provides CERT (Crisis Emergency Response Team) Training for school officials every Monday night at Oak Park High School. This is important training for staff. It is also offered for students. There is no mandate that a school provide this level of support. However, this is one of many areas where OPUSD has gone above and beyond state expectations.

Building numbers have been displayed on the roof of all structures within the District making it much easier for disaster response teams to respond to a crises.

Rapid entry system Knox boxes have been installed at each site to assist first responders in their rapid response mode.

The Ventura County Sheriff has been given access to all video cameras within the school district on an ongoing basis allowing live streaming of surveillance data.

In addition to fire drills, OPUSD conducts lockdown and earthquake drills on a regular basis.

All staff wear ID's. The presence of the ID's sends a clear message to campus intruders and visitors that supervision is present and the campus is being watched.

Logo shirts are provided for campus maintenance and custodial personnel. While this strategy may not seem that significant, it is very important. Providing classified personnel with shirts or logos that identify them as staff members provides yet another way to showcase the supervision of the school. Students know who is on the staff and to whom they can go for help. Individuals who visit the campus will know that there are extra eyes and ears to supervise and protect students while observing and monitoring visitors and intruders who may enter the campus.

The school district has a “Safe Schools Ambassador Program.” This innovative program is exceptional and capitalizes on the skills of nonviolent communication and problem solving. The mission of the Safe School Ambassadors is to create a sense of

security for students by breaking the cycle of bullying and harassment. More than 200 students, 3 counselors and 7 faculty members participate in this exceptional program. Bi-weekly meetings are held during lunchtime where students are engaged, empowered and equipped to stand up and speak out against school violence and intimidation and stand up for responsible student conduct. As an example of how the Ambassador Program works, on the second to the last day before the end of school this past year a student said he was going to kill someone. The student peer counselor contacted the school principal. The school went into threat assessment mode; the matter was reported to law enforcement; the student was kept home from school – all was well.

The Oak Park Unified District also maintains an active Advanced Peer Counseling Program (APC). More than 30 Advanced Peer Counselors from grades 10 – 12 participate in the program. Participants must complete a minimum of one year in the Beginning Peer Counseling program in order to apply for the Advanced team. Topics of training for the Advanced Peer Counselors include: conflict mediation, stress, peer counseling skills, effective communication, training by the Anti-Defamation League, bully prevention, team building, gender issues and more.

The APC team provides several support functions for students including:

- New Student Outreach
- One-on-One Peer Counseling
- Freshman Mentoring
- TUPE – APC counselors are educated on tobacco and drug use prevention
- Suicide Prevention
- Community Service
- Looping – Advanced Peer Counselors “loop” the campus every day during lunch, approaching students who are eating alone.
- New Student Luncheon

Media Creek Middle School has created a unique initiative called “Where Everyone Belongs” (WEB) designed to promote connectedness, tolerance and acceptance to address school safety concerns. The goal of the program is to create a culture of connectedness and respect that can serve as a preventive and proactive approach to school safety.

Oak Park High School has developed an anonymous, confidential reporting smartphone “app” called “Sprigeo” that allows students to anonymously report acts of mistreatment, vandalism, cheating and any other form of inappropriate activity that negatively impacts the positive and safe climate of the school. This school safety resource is principally used by the Advanced Peer Counselors and the Safe School Ambassadors.

The District also maintains a Safe Kids Task Force which is coordinated by the director of alternative education. The goal of this task force is to identify and establish policies, strategies and programs for improving school safety. It is also responsible for determining current needs and making recommendations to strengthen partnerships between schools and law enforcement to enhance student safety.

Additionally OPUSD has a full complement of success skills, character education, conflict resolution and citizenship training for all elementary students. The programs focus on “reducing aggression and increasing self-empowerment” The program is known as RAISE. It begins in the fourth grade and continues through the 5th. Other programs like “Character Counts” and Bully Prevention are all part of this broad network of success building programs for the youngest students.

The school district has added a camera surveillance program with security cameras that also provide night vision surveillance. The presence of surveillance cameras along with posted signs that state: “This campus is under 24-hour surveillance by day and night camera” have proven to be a positive crime deterrent. In addition, the camera surveillance can have a positive forensic benefit prosecuting incidents of vandalism.

Areas Where the Plan be Could Be Enhanced or Strengthened

Create a preamble to your crisis management plan that provides a backdrop and structure acknowledging that every reasonable effort has been made to create an Emergency Response Plan that is built upon the National Response Framework of NIMS (National Incident Management System) and State Emergency Management Principles outlined in SEMS. Policies and practices have been articulated to support school officials and their first responder counterparts to participate in the protection, prevention, mitigation, crisis preparedness, crisis response and recovery efforts. This plan is intended to capture the best practices for managing smaller incidents at the local level up to and including large-scale community or regional events that are catastrophic in nature. General actions are detailed in the appropriate sections of this crisis plan. However, it is acknowledged that disasters are unique occurrences which require specific resources dependent upon the type, nature and extent of the emergency. In this regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions of first responders.

Empower School Officials and Response Staff with Flexibility and Discretion

Often times school crisis plans articulate specific evacuation and parent reunification policies which may or may not be possible to execute. For instance, during the 9/11 attacks on New York City, there were nine schools within “Ground Zero” including three elementary schools. The emergency evacuation plan of one elementary school directed the principal to evacuate her students to the next nearest elementary school which was also within Ground Zero. The back-up plan called for the principal to evacuate to a second elementary school which was also within Ground Zero. During the crisis, with smoke and debris all around and all cell phone and emergency communications inoperative, she made the executive decision to march her students toward the Brooklyn Bridge – that became the new parent reunification site. As a result of her judgment, no children were injured or lost. Good crisis plans and protocols should

empower school officials with discretion and flexibility to make executive choices based upon the nature of the crisis they are experiencing.

When Red Lake High School was under siege by Jeffrey Weiss, who killed nine individuals and was later shot by police, what began as a lockdown transitioned into an evacuation. When the shooter began to move from room to room by shooting out the locks and windows that gave him access to the classrooms, it made no sense to remain in a lockdown mode when the teachers knew that their classroom was next. Without any direction from law enforcement, one teacher had the good judgement to go into evacuation mode, saving the lives of all the children in his class. Good writing provides for the application of discretion, good judgment and common sense.

Clearly Identify Roles and Responsibilities of School Teachers and Staff

When writing school crisis policies and procedures it is important to not only identify roles and responsibilities but also to “go deep” in the assignment process of identifying who will take on what roles. For all assignments it is important to go 3-4 deep.

Document all training, including maintaining lists of staff who participated in such in-service trainings and seminars provided by the school. These records make great artifacts to confirm that school officials have taken diligent steps to train and prepare staff. This action is particularly important in that all district employees have now been designated by California Government Code Section 3100-3109 as “Disaster Response Workers.” Upon employment with the school district, all employees are required to acknowledge this role. OPUSD policy statements reaffirm this policy as well. As such, this statement has significant implications to crisis training, crisis planning, employee assignments and the expectations that should be articulated in the collective bargaining agreement between the Union and the District.

Create a Mutual Aid Agreement with Local First Responders

The District should work closely with local law enforcement (including the county sheriff, highway patrol and local park police); fire and paramedics, bomb squad, SWAT Team, local OES, hospitals and other key stake holders to develop specific roles, responsibilities and protocols that will be followed in the event of a crisis. Incident and unified command protocols should be specifically discussed by addressing who is in charge under specific types of threats such as explosive devices, shooter on campus, natural disaster or biological threats. The results of this agreement including unified command protocols and an effective emergency communications network will form the basis of the operational procedures and incident command protocols that will support the crisis plan and the directions given to staff. During the Columbine crisis emergency responders were operating on nine different emergency networks. Emergency communications channels should be coordinated in advance.

Conduct a Talent Inventory of Staff

When considering various crisis response assignments it will be important to connect the “task” with the “talent.” Consider creating a list of all staff who have specialized training in First Aid, CPR, Paramedic, Nurse or military training. The talent survey can even do much more for the District. While working with schools in the greater Houston, Texas area one of their major concerns after the 9/11 attacks included a potential chemical or biological attack on NASA Headquarters and the impact of such an attack might have on the local schools. In conducting a routine inquiry during the site review process, it was learned that one of the school district’s principals was a recent returnee from “Desert Storm.” While in the military he was the CEO in charge of the Army’s (CBR) Chemical, Biological and Radiological unit. No one had even asked him to be involved in the crisis planning process, yet he was an incredible resource that we were later able to employ. Often times, school districts can be surprised by the outstanding array of talent and specialty skills they may have on board.

Create a “Pocket Card” or Wallet Size Emergency Card for Each Staff Member Outlining “Critical Incident Checklist” issues they should address in a Crisis.

The card can be kept in a wallet or purse. The pocket card should include key emergency numbers and simple basic instructions regarding what to do in a crisis. On the front side, it may include key phone numbers for Police, Fire, the Superintendent, the Division of Health and Safety, Psychological Services or Community Relations and the like. The checklist on the back might include things like:

- Notify Crisis Team Members
- Conduct and Immediate Assessment
- Assess for life/safety issues
- Assess available resources and personnel
- Call for assistance – 911 and Notify Superintendent
- Sound alert for School Staff
- Develop and Implement Action Plan
 - Delegate responsibilities
 - Establish means of communication
- Secure all areas
- Provide immediate medical care
- Monitor and coordinate all activities
- Coordinate with county agencies
- Signal “all clear” to staff
- Postvention Procedures

Such a document should be created and designed to meet your needs. Sometimes simply restating the obvious in clear, short phrases can be very helpful to maintaining focus during a crisis.

Develop an “All Hazards Approach”

Because it is impossible to predict where, when and how a catastrophic incident may occur, school communities must take an “all-hazards” approach to planning and preparations. All-hazards preparedness recognizes that basic assessment, planning and response activities can be used for most types of emergencies and disasters. Simply put, preparations for one disaster can serve as preparation for others.

All-hazard preparedness is an ongoing process. Risks and hazards are continually assessed and the plans for response are constantly revised, refined and updated based on new threats, new information, emerging technology, changing levels of resources and changes in personnel. The planning process begins with risk assessment, the development of emergency procedures based on the threat, determining roles and responsibilities, identifying needed resources and then developing the plan.

The all-hazards approach should address natural disasters such as wind, flood, tsunami, volcanic eruptions, wild fire; technological hazards such as accidental release of toxins, radiological or chemical leaks, including power failures; biological hazards such as contamination or pandemic influenza and adversarial issues such as active shooter, bomb threats, gang violence, cyber-attacks and the like. Your local plan should reflect your local risks. You may identify additional needs that are also appropriate.

It is virtually impossible to think of every potential crisis. However, for most other types of crises that may emerge there are consistent protocols and procedures that begin to appear. School officials and the Unified Incident Command leaders should be given the flexibility to use their own discretion to meet emerging needs.

The Case for Self-Reliance

In the event of a major crisis many of the local first responders may be called elsewhere. It may be up to the school district to identify its own set of resources in order to respond to a crisis. The staff talent inventory is a key resource that will support this contingency. Having appropriate first aid kits and emergency supplies for both medical and feeding can be important. The District already has basic material lists of the types of medical supplies that must be present at each school. OPUSD should review their current plan and make certain to include appropriate emergency medical supplies that will support their plan. Each school should also have enough emergency food supplies or access to such supplies to support their crisis team, students and staff for up to three or more days.

Threat Assessment Teams

Each campus should have its own threat assessment team to evaluate rumors, threats and special situations that may pose harm or risk to the school. The team should consist of a school administrator, a mental health professional and law enforcement. In addition, it should include someone who is conversant in managing and reviewing

information on social networks. Team members assigned to this task should be specifically trained in evaluating rumors or threats. The team should be readily accessible, be knowledgeable about policies and procedures and be empowered to make decisions. The law enforcement representative recognizes when it is appropriate to take charge of the threat and pursue criminal charges. The credentialed behavioral specialist is responsible for assessing the psychological status of the threatener, victims or families. The school representative is prepared to apply school policies and procedures regarding threats and the school's position on appropriate levels of response.

Three primary questions drive the tasks of the assessment team: Is the violence imminent? How credible and serious is the threat? And, to what extent does the threatener appear to have the resources, intent and motivation to carry out the threat? Ultimately, the answers to these questions generate the ability to rate the threat level and identify a course of action and a timeline for response.

The World is Watching

Working with the media under normal circumstances can be a demanding task for most school administrators. When a crisis occurs, the task becomes even more daunting. When a crisis occurs the media often show up before the police or other first responders. They want a story. A local incident can quickly become an international story. During the school crisis in Pearl, Mississippi, after dozens of media reporters arrived, some of the media used high tech strategies to eaves drop on private conversations between school officials and the police while they were responding to the crisis. School officials finally moved the media to a nearby park where the incident command staff provided regular media updates.

While school officials attempt to conduct a response to a crisis, the media attempts to conduct interviews and investigations. It is important to develop a media plan that provides for alternate media sites and also includes planning resources to help the district spokesperson respond to the public. Preparing fact sheets with basic information about the school district to distribute to the media can be very helpful. Consider sharing copies of relevant policies and procedures to help the media understand the school's response to the crisis. As part of the emergency preparation, the District should appoint a designated spokesperson. It is helpful to identify a communications center from which all internal information originates and flows. Carefully select media briefing areas for each campus that are easily accessible to the media without compromising the crime scene. Give regular media updates and take every possible opportunity to use the media to communicate the district's concern for safety of the students and staff, review steps being taken to secure the campus and the district's record for having safe schools. Schools cannot prevent every crisis from occurring, but they can plan for the challenges they will be certain to face. Responding to the media will be one of these challenges.

Managing Evidence: Telling the Tale of the Crime

Crime scenes are filled with hidden clues that hold the answers to who, how and why the crime was committed. When needed, schools can play a role in assisting law enforcement agencies with identifying and preserving crime evidence. All elements within the crime scene are considered to be potential evidence. Clearly, saving lives will always take precedence over preserving evidence, but school officials should do what they can to limit access to the crime scene by establishing perimeter control and avoid touching, moving or destroying any potential evidence. Keep a supply of emergency “Do Not Cross” tape in place for easy use.

Develop an Emergency Communications Network

In the event of a crisis the school district needs to have a mechanism in place to immediately communicate with the crisis team, with first responders and with parents and students. An appropriate mass notification system should be in place. Guidelines for its implementation should be included in the crisis plan.

Maintain a Supervision Plan for each school

The plan should identify before, during and after school supervision plans, including specific school supervision assignments as well as specific locations. Such plans are extremely important during cases of litigation. If the school can demonstrate that they took reasonable steps to supervise students their exposure to liability is significantly reduced.

Consider adding several paragraphs on liability matters that include insurance as it pertains to student injuries, parent liability and parent responsibility. These themes could take the following format:

“The District does not cover student accidents; therefore, the District recommends that parents invest in the optional school insurance available to all students. Students receive an information packet at the start of each school year. Additional forms are available at the office and the cost is reasonable. Additionally, Kid Care, a federally funded student insurance program is available for eligible participants. Inquiries about the Kid Care program can be made at the school. Parents should determine if they already have insurance, particularly dental, to cover school age children.

Student Injuries

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing-up process for children.

Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school. Please ensure that the school office has emergency contact information that is up-to-date.

The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. The district carries only legal liability insurance.

Student Liability

Students may be disciplined, suspended or expelled for violations of any of the stated rules of conduct. Students are not permitted to bring marking or paint pens to school or to use them inappropriately. A student who damages or defaces any school property may be suspended or expelled from school

Parent Liability

Under California law, parents and/or their guardians are liable for damage done to school property by their children. The student's parents will be charged for the cost of the damage.

Consider modifying OPUSD Board Policy 5131.6 which currently allows school officials to search student lockers in the interest of maintenance, health and safety, including inspections for the location of drugs, narcotics, liquor, weapons, poisons and missing property. Matters relating to health and safety may be regarded as reasonable purposes for inspection by school personnel. Under the topic of lockers and locker searches, consider adding language that states: Lockers are school property. The use of school lockers is a privilege, not a right. For reasons of health and safety, student lockers "and their contents" may be searched at any time for any reason. Adding the phrase "and their contents" allows school officials the right to search backpacks, purses and other containers that may be present in the locker.

On Page 10 of the Media Creek Middle School Student Handbook under the topic of student searches states that students may be searched if there is "reasonable suspicion" they are in possession of any inappropriate items. More recent decisions by the U.S. Supreme Court in *Acton v. Vernonia*, school officials are no longer restricted by "reasonable suspicion." School officials may conduct random, mandatory, suspicionless searches. While reasonable suspicion is still a good and safe standard to follow, there is no reason why school officials should limit their authority by granting students a higher privacy level which may compromise student safety. If the district decides to adopt a less restrictive policy toward searches, such a statement or notice should be included in the Student Handbook.

In addition, consider including "school safety" into the educational mission of the school. When school safety is incorporated as an educational goal it provides school officials

with greater latitude in adopting policies and procedures that promote a safe school campus such as: camera surveillance, dress standards, the wearing of ID badges, closed campuses and search policies among several other options.

When student parking permits are issued, students should be informed that campus parking is a privilege, not a right and that whenever they park their car on campus, they acknowledge that their vehicle is subject to search. It is not that you want to search all vehicles every day, but if you need to exercise that option you can create a mechanism for doing so, not only for students but for all guests who come onto the campus. To include campus guests appropriately “notice signage” of this policy should be clearly displayed at the vehicle entry points of the campus.

Policies or Procedures that should be Restated or Changed

OPUSD has done an excellent job articulating their aspirational goals for student supervision and safety in the various “School Accountability Report Cards” published by each school. Under the heading of “Safe School Plan it states that the school’s disaster plan includes “steps for ensuring student and staff safety during a disaster....” In the following paragraph an additional statement is made that “the plan provides students and staff a means to ensure a safe and orderly learning environment....” The District should take great care in avoiding the characterization that the school’s disaster plan as a document or entitlement that “ensures” student safety. While OPUSD’s aspirational statements are commendable, their articulation exposes the District to unnecessary liability. This is a challenge faced, not only by OPUSD but by every school district across America who makes such promises. The challenge centers on the question: How does a school district maintain high standards of care for students and staff without promising and assuring things that no school district can possibly deliver? In a perfect world, all school crime would be prevented and school safety would be assured. If school crises have taught school officials anything, they have taught us that despite all the reasonable steps that can be taken, it is impossible to prevent all school crime.

School districts are not insurers of school crime. Only an insurance company can insure against such a loss. The insurance carrier cannot prevent the crime either, they can only compensate victims for their loss. Interestingly, in 2016, Lloyds of London has underwritten insurance policies that provide compensation to school districts and victims for personal injury or loss as a result of a school shooting. School districts need to be careful in the language they use in student codes of conduct and in parent and staff handbooks to make certain they do not over-promise what they cannot deliver, specifically, they cannot ensure safe schools. Interestingly, school officials have never been required to deter or stop all crime but they have been held accountable by the courts for failing to take “reasonable steps” to prevent injury, loss or death. The OPUSD should not hold themselves to a higher standard of care than required by law.

OPUSD is to be commended for their Annual Notice to Parents/Guardians for complying with Ed Code 48990 which requires the Board of Trustees to notify parents/guardians of their rights and responsibilities at the beginning of the first regular school term. Most sections of the Annual Notice to Parents and Guardians are well written and clearly fulfill their legal requirements. However, there are several sections which should be considered for modification, particularly those sections that use the phrase “ensure.”

The student handbook of Oak Park High School on page 29 states that “the primary purpose of Oak Park High School is to insure that students develop their full potential...” Once again, this is a great aspirational statement, but it is difficult to insure. Page 49 of the same publication uses an excellent way to articulate the duty of Oak Park High School “to promote and foster....”

The 2016-2017 Faculty handbook on p. 23 also uses the word “insure.” Consider changing this as well.

Some of the AYP reports also refer to the No Child Left Behind Act. This legislation should be updated to reflect the ESSA “Every Student Succeeds Act” that was passed on December 9, 2015 and now supersedes NCLB.

Recommendations for Future Planning Subject to Available Funding

Several parks are adjacent to Oak Park USD campuses. At least two of these campuses should have fencing installed between the school and the park. Consider decorative wrought iron fencing rather than chain link. The wrought iron is more difficult to defeat and tends to beautify rather than providing a chain link climbing wall.

Brookside Elementary should be the top priority. There have already been incidents of homeless individuals camping in the park as well as the discovery of a firearm that was left in the bushes near a Brookside classroom.

Red Oak is mostly fenced, but it would be worthwhile to consider additional fencing between the school and the park. The potential downside is that Red Oak students and staff enjoy the use the public park, so this may be an additional compelling factor. A compromise position might include a fence with a gate to the park that is exclusively controlled by the school district.

Future school sites should be designed as free-standing locations that are not subject to uncontrolled community access to parks

Adding an SRO to one or more campuses would also be an appropriate consideration subject to board priorities. The purpose of having additional officers is not to arrest more students. The officers are there to serve as a community liaison, a problem solver, a mentor and role model.

Other potential projects could include ongoing upgrades to district radios and school communications systems, including mass notification systems to parents in the event of an emergency.

Balancing Conflicting Concerns

A continuing concern among many schools across the U.S centers on finding an appropriate balance between creating safe schools while avoiding the appearance of an armed camp. This issue will continue to be a challenge for OPUSD as it is for schools around the country. The ultimate factors in its resolution must focus on school safety needs, professional discretion and local community judgment. If a strategy is warranted, then adopt it, if the District has the resources. If the strategy is not warranted in the view of the local community and its needs, then do not adopt it. Often, school safety strategies are implemented merely because other schools have done so. The need for discretion suggests that school officials, parents, students, law enforcement, youth-serving professionals, the faith communities and corporate partners work together collaboratively and then make decisions based on judgment and defined need.

Creating safe schools strikes at the heart of the democratic governing process and the ultimate decisions should reflect the resolve and will of the local school system. It is important to note that the resources and suggestions cited in this report are not designed to be prescriptive, but rather to provide a series of reasonable strategies and ideas to consider by the District to improve their emergency response and student management safety plan. These recommendations are suggested for possible adaptation rather than blanket adoption.

Keeping schools safe is couched within the perspective of committing “to do everything we can knowing we can’t do everything.” This is why it will be critically important to continue working with students, staff, parents, the school safety site council and the broader community in developing and implementing appropriate safe school strategies as determined by board policy, the law and defensible practice. OPUSD is to be commended for embracing these strategies prior to this review.

Final Remarks

In conclusion, in my professional opinion, the Oak Park Unified School District is in full compliance with the substantive responsibilities of both NIMS and SEMS guidelines. The District’s task at this time is to continue to operationalize the substance of the District’s crisis plan through continuing to conduct the required practice drills and training exercises necessary to complement and support NIMS/SEMS compliance.

A crisis response plan can be tested in three ways: using table top exercises; conducting school-based drills; and undertaking a full-scale drill with the larger community. Table-top drills help participants to build a broad perspective regarding emergency response. The exercises test and build the abilities of people to communicate, coordinate and cooperate with one another. The exercises also help participants to understand how their roles and responsibilities contribute to the overall response. In addition, a table top exercise removes the stress of a real-time drill and provides time to discuss plans, policies and procedures. It can also test the knowledge and skills of the participants. The table-top exercise begins with the selection of a scenario. The scenario should have clear, measurable objectives; clear directions for conducting, discussing and debriefing the exercise; realistic time limits and specific criteria for assessment.

School-based drills are a second method of testing specific procedures in a crisis response. Drills can test the response capabilities of individual classes or the entire school population. Drills may include procedures for Drop, Cover and Hold, Evacuation, Reverse Evacuation, Active Shooter, Lockdown and Shelter-In-Place.

Full-scale field exercises are a third and more complex option for testing the total response capability of the school and larger community. Field exercises simulate reality. The exercise includes role-play and the deployment of field responders, equipment and resources. These exercises require extensive planning and coordination, time and commitment from community responders. This type of exercise is typically directed by the community's Emergency Manager.

School crisis response plans must be more than words on paper that memorialize a planning process. They must become a set of viable response options that are internalized through training and testing. Most experts believe that it is the "process" of developing, refining and practicing the plan and not the written plan itself that prepares schools and communities to respond to a crisis. The substantive compliance for the Oak Park Unified School District is in place. The operational compliance of the school district is a task that must be earned and re-established each year through effective drill, preparation and practice. That process is currently underway and is part of the ongoing operational protocols of the District.

NSSC Representative:

Dr. Ronald D. Stephens, Executive Director

* The National School Safety Center's work products, training and technical assistance, and consultation services are designed to support safe school planning activities and the critical decision-making processes required of school communities. Each community must make unique choices to meet school safety needs that reflect their local culture. Advice given in this report is not prescriptive but rather it is designed for evaluation and reflection by each local agency. NSSC makes no warranty, expressed or implied, nor assumes any legal liability or responsibility for the completeness, usefulness or accuracy of any information, apparatus, product or process provided for consideration or use.

**MINUTES OF REGULAR BOARD MEETING 9-20-16 #931
BOARD OF EDUCATION**

CALL TO ORDER/MEETING PLACE

The Board of Education President, Mr. Allen Rosen, called the regular meeting to order at 5:05 p.m. at Oak Park High School Presentation Room, G9, 899 N. Kanan Road, Oak Park.

BOARD PRESENT

Mr. Allen Rosen, President, Mr. Drew Hazelton, Vice President, Mr. Derek Ross, Clerk, Ms. Denise Helfstein, Member, and Ms. Barbara Laifman, Member

PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

Board President Allen Rosen reported that in Closed Session the Board would be discussing:

- PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- PUBLIC EMPLOYEE EMPLOYMENT
- CONFERENCE WITH LABOR NEGOTIATORS
 - Agency designated representatives: Leslie Heilbron and Martin Klauss
 - Employee organizations: Oak Park Teachers Association and Oak Park Classified Association
- SUPERINTENDENT'S GOALS

The Board adjourned to Closed Session at 5:06 p.m.

CALL TO ORDER/MEETING PLACE

The Board of Education President, Mr. Allen Rosen, called the regular meeting to order at 6:07 p.m. at Oak Park High School Presentation Room, G9, 899 N. Kanan Road, Oak Park.

BOARD PRESENT

Mr. Allen Rosen, President, Mr. Derek Ross, Clerk, Ms. Denise Helfstein, Member, Ms. Barbara Laifman, Member, and Meghan Cleary, Student Board Member.

BOARD ABSENT

Vice President, Drew Hazelton.

STAFF PRESENT

Dr. Tony Knight, Superintendent, Mr. Martin Klauss, Assistant Superintendent, Business Services, Dr. Leslie Heilbron, Assistant Superintendent, Human Resources, Dr. Jay Greenlinger, Director of Curriculum and Instruction, and Mrs. Ragini Aggarwal, Executive Assistant.

FLAG SALUTE

Mr. Kevin Buchanan led the Pledge of Allegiance to the Flag.

REPORT ON CLOSED SESSION

Dr. Knight reported that in closed session the Board took no action.

ADOPTION OF AGENDA

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education adopted the agenda as presented. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No - 0.

PUBLIC SPEAKERS

None

PRESENTATIONS

The Board recognized the Oak Park Talon Editors for their in-depth analysis and comprehensive presentation of the District of Choice Program for the special edition of the Talon Newspaper. The Board presented the Partners in Education award to Shay Hass.

REPORT FROM BOARD MEMBERS

Board Member Barbara Laifman reported that she attended the following events: Oak Park Neighborhood Preschool's Beginning of the Year Picnic, Oak Park High School's Back to School Night, Wellness Council meeting, Community Book Talk on *Fish in a Tree*. In addition, she reported that The Community Outreach Committee is promoting Magic Morgan, The Deaf Magician show, and coordinating the Halloween Candy drive. Barbara recognized both Mrs. Kathy Mosley for organizing the Community Book Talk, and Derek Ross for all his work on the Oak Park's 50th anniversary celebration.

Board Member Denise Helfstein thanked Derek Ross and Rancho Simi Recreation and Park District for organizing the 50th anniversary of Oak Park. Denise reported that she attended the Back to School Night event for the following school sites: Red Oak, Oak Hills, Brookside, and Medea Creek. She also attended the Gate DAC and Curriculum Council meetings. In addition, Denise also read to a first grade class at Red Oak, and attended the Music Van Assembly at Brookside. Lastly she reported that she attended the Annual Meeting to Elect Members to the Ventura County Committee on School District Organization, and the Ventura County Office of Education dinner meeting.

Board Member Derek Ross began his report by asking the Board to hold a moment of silence for Luc Bodden, the Red Oak Elementary Student who lost his fight with Sickle Cell Anemia. He resumed his report by declaring that the 50th anniversary event was amazing. Derek's highlight of the anniversary event was the Oak Park Marching Band's opening performance, which kicked off the start of the family picnic. He also reported that the Oak Park History Night was well attended, and he was very happy with all the events that our students participated in.

Board Member Allen Rosen reported that he attended the Oak Park High School Back to School Night, and accompanied the English III AP students on a whale watching trip. Additionally, he attended the Friends of Oak Park meeting last week, which included Barry Myerson's retirement announcement and the introduction of the new Chair, Ryan Rosen. Allen also attended the 50th anniversary event on Sunday. He stated he was very happy to see the different student groups participating in the Homecoming Game at Oak Park High. In addition, Allen attended the Ventura County Office of Education Dinner Meeting, and had a discussion with Dennis Myers from CSBA regarding District of Choice.

Student Board Member Meghan Cleary reported that the Fall Rally was a success, along with the "Whiteout" event in memory of Luc Bodden, which was organized by students for the Homecoming Game. Meghan also reported that the Homecoming Dance had a great turnout, and thanked Mrs. Heidi Cissell and Mr. Cook for their help with the setup and clean-up.

Superintendent Tony Knight thanked Meghan Clearly and the ASB for honoring Luc Bodden at the homecoming game. He declared that the Oak Park History Night, organized by Derek and Harry

Medved, was amazing. Dr. Knight attended two hikes on the 50th Anniversary where he learned a great deal about the geology of Oak Park. He also accompanied assembly member Jacqui Irwin during her visit to the Oak Park High School campus, and led the whale watching trip with English III AP students from Oak Park High School.

REPORT FROM SCHOOL SITE COUNCILS

The Board received a School Site Council report from Red Oak Elementary School and Oak Park High School.

PRESENTATION FROM THE TECHNOLOGY DEPARTMENT

Enoch Kwok, Director of Educational Technology and the Teachers on Special Assignment (TOSA) Jessica Kudlacek and Keenan Kibrick presented a report on the Technology Department.

DISTRICT OF CHOICE UPDATE

The Board heard an update from Dr. Knight regarding the District of Choice. Dr. Knight reported that he was reaching out to several districts in the process of forming a coalition to promote a new bill.

B.1. CONSENT AGENDA

On motion of Derek Ross, seconded by Denise Helfstein, the Board of Education approved the Consent Agenda with the following statement from Board President Allen Rosen: In Item B.1.1 the alternatives presented to the Board stated the wrong city. The posted Agenda has been updated with this amendment. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No - 0.

- a. [Approve Minutes of Regular Board Meeting August 16, 2016 and Special Board Meeting September 8, 2016](#)
- b. [Public Employee/Employment Changes 01CL23200-01CL23238 & 01CE07945-01CE08032](#)
- c. [Approve Purchase Orders – August 1 - August 31, 2016](#)
- d. [Approve Overnight Trip for Oak Park High School Fall Athletic Teams Who Qualify for CIF Play-offs](#)
- e. [Approve Overnight Trip for Medea Creek Middle School 7th Grade to Catalina – October 31st - November 2, 2016](#)
- f. [Approve Overnight Trip for Oak Park High School Debate Team Members – September 23-25, 2016](#)
- g. [Approve Overnight Trip for Oak Park High School Debate Team Members – October 14-15 2016](#)
- h. [Approve Overnight Trip for Oak Park High School Senior Life Skills Retreats – October 26-29, 2016, January 27-30, 2017 and April 5-8, 2017](#)
- i. [Approve Student Teaching Agreement with CalState TEACH, University – July 1, 2016 – June 30, 2021](#)
- j. [Approve Overnight Trip for Medea Creek Middle School 8th Grade Astrocamp – October 26-28, 2016](#)
- k. [Approve Out of State Travel for Certificated Employees – Columbia, NYC, November 20-24 2016](#)
- l. [Ratify Out of State Travel for Certificated Employees – Portland, September 15-16, 2016](#)
- m. [Approve Resolution #16-18, Establishing the GANN Appropriation Limit for Fiscal Year 2016-2017](#)

- n. [Approve 2016-17 Agreement for Legal Services with Fagen Friedman & Fulfrost](#)
- o. [Approve Out of State Travel for Classified Employee to Attend the JAMF Nation User Conference in Minnesota – October 18-20, 2016](#)
- p. [Approve Overnight Trip for Oak Park High School Future Business Leaders of America \(FBLA\) Club Officer – October 6-7, 2016](#)

2. BUSINESS SERVICES

- a. [Approve Amendment to Contract for Consultant Agreement for Political Lobbying Services](#)

On motion of Denise Helfstein, seconded by Barbara Laifman, the Board of Education approved the Amendment to the Contract for Consultant Agreement for Political Lobbying Services. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0.
- b. [Approve Board Response to the Oak Park Citizens' Oversight Committee 2015-2016 Annual Report](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the 2015-2016 Annual Report for the Oak Park Citizens' Oversight Committee. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0
- c. [Approve Measure C6 Five-Year Master Plan 2016 Update](#)

On motion of Derek Ross, seconded by Denise Helfstein, the Board of Education approved the motion to table the Measure C6 Five-Year Master Plan 2016 Update. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0
- d. [Approve Measure R Facility Master Plan 2016 Update](#)

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved the Measure R Facility Master Plan 2016 Update. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0
- e. [Approve Unaudited Actual Revenues and Expenditures for Fiscal Year 2015-2016 Improvements](#)

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education approved the Unaudited Actual Revenues and Expenditures for Fiscal Year 2015-2016. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0
- f. [Approve Consultant Agreement for Emergency Crisis Response/Safe School Plan Review](#)

On motion of Derek Ross, seconded by Denise Helfstein, the Board of Education approved the Consultant Agreement for Emergency Crisis Response/Safe School Plan Review. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0
- g. [Ratify Agreement for Construction Contract, Project 15-08C, Technology Facility Improvements from Measure C6 Bond Fund](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the Agreement for Construction Contract, Project 15-08C, Technology Facility Improvements from Measure C6 Bond Fund. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0
- h. [Approve Notice of Completion, Project 15-08C, Technology Facility Improvements](#)

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved the Notice of Completion, Project 15-08C, Technology Facility Improvements. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0
- i. [Ratify Agreement for Construction Contract, Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved Agreement for Construction Contract, Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

j. Approve Change Order No. 1, Hughes General Engineering, Project 16-10F, Outdoor Classroom at Brookside Elementary

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education approved the change Order No. 1, Hughes General Engineering, Project 16-10F Outdoor Classroom at Brookside Elementary. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

k. Approve Change Order No. 1, Taft Electric Company, Project 14-20F, Districtwide Exterior Lighting

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved Change Order No. 1, Taft Electric Company, Project 14-20F, Districtwide Exterior Lighting. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

l. Approve Acceptance of Donation

On motion of Derek Ross, seconded by Denise Helfstein, the Board of Education approved Acceptance of Donation. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

3. PUPIL SERVICES

a. Approve Contract for Non-Public Agency for Special Education Student #01-16/17 - \$68,952.00

b. Approve Contract for Non-Public School for Special Education Student #02-16/17 - \$31,366.00

c. Approve Contract for Non-Public Agency for Special Education Student #03-16/17 - \$43,843.30

d. Approve Contract for Non-Public Agency for Special Education Student #04-16/17 - \$5,160.00

e. Approve Contract for Non-Public Agency for Special Education Student #05-16/17 - \$37,750.00

f. Approve Contract for Non-Public Agency for Special Education Student #06-16/17 - \$34,025.44

g. Approve Contract for Non-Public Agency for Special Education Student #07-16/17 - \$29,330.00

h. Approve Contract for Non-Public Agency for Special Education Student #08-16/17 - \$92,796.00

i. Approve Contract for Non-Public Agency for Special Education Student #09-16/17 - \$112,970.00

On Motion of Barbara Laifman, seconded by Denise Helfstein the Board of Education approved items B.3.a – B.3.i in a single motion. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

4. CURRICULUM

a. Public Hearing and Approval of Resolution #16-19, Regarding Sufficiency of Textbooks and Instructional Materials for 2016-2017

Allen Rosen opened the Public Hearing at 8:09 pm. No comments, closed public hearing at 8:09 pm.

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education approved Resolution #16-19, Regarding Sufficiency of Textbooks and Instructional Materials for 2016-2017. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

b. [Approve Consultant Agreement for School Gardens Program](#)

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved Consultant Agreement for continuation of the School Gardens Program. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

5. BOARD

a. [Approve Resolution #16-20 Proposition 51, Kindergarten through Community College Public Education Facilities Bond Act of 2016](#)

On motion of Denise Helfstein, seconded by Derek Ross, the Board of Education approved Resolution #16-20 Proposition 51, Kindergarten through Community College Public Education Facilities Bond Act of 2016. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

b. [Approve Resolution #16-21 Proposition 55, Children’s Education and Health Care Protection Act of 2016](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved Resolution #16-21 Proposition 55, Children’s Education and Health Care Protection Act of 2016. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

c. [Approve Resolution #16-22 Proposition 56: The California Healthcare, Research and Prevention Tobacco Tax Act of 2016.](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved Resolution #16-22 Proposition 56: The California Healthcare, Research and Prevention Tobacco Tax Act of 2016 with the suggested changes. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

d. [Approve Resolution #16-23 Proposition 58, The California Education for a Global Economy Initiative \(California EdDE\)](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved Resolution #16-23 Proposition 58, The California Education for a Global Economy Initiative (California EdDE). Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No – 0

6. BOARD POLICIES

a. [Approve and Adopt New Board Policy and Administrative Regulation 3230 – Federal Grant Funds – First Reading](#)

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved the adoption of Board Policy and Administrative Regulation 3230 – Federal Grant Funds as First and Final Reading. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No: 0.

b. [Approve Amendment to Board Policy and Administrative Regulation 3270 - Sale and Disposal of Books, Equipment and Supplies – First Reading](#)

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the amendment to Board Policy and Administrative Regulation 3270 Sale and Disposal of Books, Equipment and Supplies as First and Final Reading. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No: 0.

c. [Approve Amendment to Board Policy and Administrative Regulation 3311 –Bids – First Reading](#)

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education approved the amendment to Board Policy and Administrative Regulation 3311 – Bids Equipment as

First and Final Reading. Motion carried Aye: Helfstein, Laifman, Rosen, Ross.
No: 0.

d. Approve Amendment to Board Policy and Administrative Regulation 3513.3 - Tobacco-Free Schools – First Reading

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved the amendment to Board Policy and Administrative Regulation 3513.3 – Tobacco-Free Schools with suggested changes as First and Final Reading. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No: 0.

e. Approve Amendment to Board Policy and Administrative Regulation 3541.2- Transportation for Students with Disabilities - First Reading

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved the amendment to Board Policy and Administrative Regulation 3541.2 – Transportation for Students with Disabilities as First and Final Reading. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No: 0.

f. Approve and Adopt New Board Policy 3555 – Nutrition Program Compliance – First Reading

On motion of Derek Ross, seconded by Barbara Laifman, the Board of Education approved the amendment to Board Policy 3555 – Nutrition Program Compliance as First and Final Reading. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No: 0.

g. Approve Amendment to Board Policy 3580 – District Records – First Reading

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the amendment to Board Policy 3580 – District Records as First and Final Reading. Motion carried Aye: Helfstein, Laifman, Rosen, Ross. No: 0.

There being no further business before this Board, the Regular meeting is declared adjourned at 8:40 p.m.

Date

President of the Board

Date

Clerk or Secretary of the Board

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.c. APPROVE PURCHASE ORDERS – SEPTEMBER 1 THROUGH 30, 2016

CONSENT

ISSUE: Shall the Board approve the attached purchase orders issued for the period September 1 through September 30, 2016?

BACKGROUND: Attached is the Purchase Order Report listing all purchase orders issued during the reporting period. All purchase orders have been approved by an administrator as a necessary expense and are budgeted for and within the budget authorization of the account.

ALTERNATIVES:

1. Approve the attached Purchase Order Report as submitted.
2. Do not approve the Purchase Order Report.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Includes Purchase Orders dated 09/01/2016 - 09/30/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B16-00282	Brian David Broderson DBA Brod erson Associates	Landscape Architectural Services at BES	Business Administration	010	8,554.53
B17-00040	Southwest School Supply	PFA: Open PO for supplies	Medea Creek Middle School	010	9,137.50
B17-00050	The Prophet Corp. Dba Gopher	Open PO for PE equipment	Medea Creek Middle School	010	2,000.00
B17-00118	Cedar Valley Plumbing Supple	2016 - 2017 Plumbing Supplies & Tools	Business Administration	010	1,600.00
B17-00157	SMITH PIPE & SUPPLY	2016-2017 Grounds/Maintenance Pipe Supplies	Business Administration	010	3,000.00
B17-00221	SMITH PIPE & SUPPLY	Pro 16-07F MCMS Garden Supplies	Business Administration	010	13,000.00
B17-00222	Lister Rents, Inc.	Pro 16-07F Equipment Rental-MCMS Garden	Business Administration	010	600.00
B17-00223	Allisun Kale	Sign Language Interpreter	Human Resources	010	500.00
B17-00224	Arrowhead	Water for portable classrooms	Red Oak Elementary School	010	2,000.00
B17-00225	School Services of California	2016 - 2017 Fiscal & Mandate Information Services	Business Administration	010	1,000.00
B17-00226	AVM Technologies, Inc. Confide ntial Data Destruction	Shredding services district wide	Superintendent	010	3,660.00
B17-00227	AT & T/ Calnet 2	2016/2017 fax line charges 597-4244	Red Oak Elementary School	010	1,500.00
B17-00228	ThumbPrint	Removal of District Logos from Obsolete Vehicles	Business Administration	010	2,000.00
B17-00229	Sports Facilities Group	Annual Maintenance Bleachers/Seating MCMS	Business Administration	010	650.00
B17-00230	Alia Bakr	Debate Coach/ASB	Oak Park High School	010	600.00
B17-00231	Ventura County office of Educa tion	2016-2017 Escape Finance/PayRoll/Personnel	Business Administration	010	6,250.00
B17-00232	Frontline Technologies Group, LLC	AESOP - Guest Teacher	Human Resources	010	52,793.20
B17-00233	Ventura County Schools	2016-17 Liability & Property Contribution	Business Administration	010	8,941.80
B17-00234	Sports Facilities Group	Annual Maintenance Bleachers/Seating OPHS	Business Administration	010	213,817.93
B17-00235	CCI Mail Systems	2016-2017 Maintenance of Postage Machine	Business Administration	010	600.00
B17-00236	California Mathematics Council	California Math Council Teacher Memberships	Curriculum	010	3,000.00
B17-00237	Do-It Center	Pro 16-08F Supplies for Kate's Garden	Business Administration	010	1,500.00
B17-00238	All City Management	2016/2017 School Crossing Guard Services	Business Administration	010	600.00
B17-00239	Southwest School Supply	Paper & Materials for Atelier	Neighborhood Pre-School Progrm	010	500.00
B17-00240	VCOE	Blanket PO VCOE Math Trainings 2016-2017	Human Resources	010	2,100.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Includes Purchase Orders dated 09/01/2016 - 09/30/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B17-00241	Axiom	2016-17 SARC Preparation Services	Business Administration	010	5,450.00
B17-00242	Advanced Water Solutions, INC	2016-17 Water Equipment Rental	Business Administration	010	1,800.00
DIR17-00019	Landscape Development, Inc.	Pro 16-07F MCMS Garden	Business Administration	010	98,844.00
DIR17-00020	Thousand Oaks Electric	Pro 14-30F Relocate Conduit Behind Bleachers	Business Administration	010	4,215.00
DIR17-00021	M/M Mechanical, Inc	Pro 14-30F Replace Interior Gas Riser - OPHS Gym	Business Administration	010	3,450.00
DIR17-00023	Fence Factory	Fence Repair at OPHS Track	Business Administration	010	7,158.00
DIR17-00024	Hughes General Engineering	Replace Benches at BES	Business Administration	010	3,125.00
DIR17-00025	Hughes General Engineering	Remove/Replace Damaged Concrete at MCMS	Business Administration	010	7,700.00
DIR17-00026	Channel Islands Roofing	Remove/Replace Gutters, Cleats & Coping at MCMS	Business Administration	010	9,875.00
DIR17-00027	Carter Fence Co., Inc.	Install New Fence at OPHS Baseball Field	Business Administration	010	5,390.00
DIR17-00028	Carter Fence Co., Inc.	Pro 16-07F Fence for MCMS Garden	Business Administration	010	9,650.00
DIR17-00029	Hughes General Engineering	Mow Curb - Baseball Field Entrance OPHS	Business Administration	010	18,625.00
FS17-00044	Challenge Dairy Products, Inc.	Dairy Products for Brookside Elem.	Food Services	130	5,500.00
FS17-00045	Challenge Dairy Products, Inc.	Dairy Products for Oak Hills Elem.	Food Services	130	5,000.00
FS17-00046	Challenge Dairy Products, Inc.	Dairy Products for Red Oak Elem.	Food Services	130	5,000.00
FS17-00047	Challenge Dairy Products, Inc.	Dairy Products - Medea Creek	Food Services	130	10,000.00
FS17-00048	Challenge Dairy Products, Inc.	Dairy Products for Oak Park High	Food Services	130	9,000.00
FS17-00049	Jordanos	Food Items for Medea Creek	Food Services	130	10,000.00
FS17-00050	Jordanos	Food Items - Oak Park High	Food Services	130	10,000.00
P16-00069	Department of Industrial Relations(Accounting)	Elevator Permit at MCMS	Business Administration	010	225.00
P16-00070	Department of Industrial Relations(Accounting)	Elevator Permits at OPHS	Business Administration	010	350.00
P16-00293	Tom Kimbrell	Proj 15-15F DSA Inspections Classroom OHES	Business Administration	010	22,125.00
				010	3,750.00
P17-00049	Cpm Educational Program	MCMS Textbooks CPM Course 2 Math 2017	Curriculum	010	33,057.68
P17-00067	Pitney Bowes Reserve Account	Postage/mat & supp	Oak Park High School	010	2,500.00
P17-00136	Ventura County Graphic Service	Health and cumulative folders	Red Oak Elementary School	010	80.63
P17-00160	Textbook Warehouse c/o AMEX	OPHS Statistics Textbooks	Curriculum	010	2,632.50
P17-00178	Quality Paving	Striped PTA Parking Stalls	Business Administration	010	450.00

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Includes Purchase Orders dated 09/01/2016 - 09/30/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P17-00179	Quality Paving	Striped Emergency Staging Area at MCMS	Business Administration	010	870.00
P17-00180	Precision Plumbing	Toilet Repairs at OPHS Restrooms	Business Administration	010	454.73
P17-00181		2016-2017 Parent Reimbursement - Settlement	District-wide	010	30,600.00
P17-00182	Scholastic, Inc.	PFA: Classroom Magazine Subscription	Medea Creek Middle School	010	126.13
P17-00183	Southwinds Transportation	DON: Buses for Catalina trip	Medea Creek Middle School	010	9,812.00
P17-00184	Sunburst Digital, Inc.	Wonder Class Robotics ROES	Curriculum	010	2,578.93
P17-00185	Southwest School Supply	Floor (rain) mats for classrooms	Red Oak Elementary School	010	334.86
P17-00186	Premier - A School Speciality	DON: Assignment Books	Medea Creek Middle School	010	9,685.41
P17-00187	Textbook Warehouse Inc.	OHES ELL Lets Go 2016-2017	Curriculum	010	98.80
P17-00188	Bsn Sports	Basketball Safety Padding for Poles at OPHS	Business Administration	010	846.68
P17-00189	Balfour Beatty Construction	Construction Management 7/1/16 - 06/30/2017	Business Administration	213	250,000.00
P17-00190	Division of State Architect	Pro 14-08F, DSA Closeout OPHS Field House	Business Administration	010	170.00
P17-00191	Top Quality Printing	Guest Teacher Timesheets&Soft timecards	Business Administration	010	341.85
P17-00192	California Consortium For Independent Study	CCIS 2016-17 Fall Conference Registration	Superintendent	010	2,100.00
P17-00193	Sweetwater Sound Inc.	ROP - Sound Engineering Equipment OVHS	Oak View High School	010	1,386.58
P17-00194	Rosetta Stone Language Learnin	Rosetta Stone 2016-2017 OPIS & District	Curriculum	010	17,825.00
P17-00195	JKF Construction	Remove/Install Laminate Countertop at MCMS	Business Administration	010	945.00
P17-00196	JKF Construction	Prepare and Paint ADA Ramp at Pupil Svs.	Business Administration	010	175.00
P17-00197	JKF Construction	Prepare and Paint ADA Ramps at MCMS	Business Administration	010	350.00
P17-00198	JKF Construction	Pro 16-08F Install Handrail at Kate's Garden	Business Administration	010	980.00
P17-00199	Ferguson Enterprises	Replacement Hand Air Dryers	Business Administration	010	2,924.00
P17-00200	California Consortium For Independent Study	CCIS Institutional Membership 2016-2017	Home Independent Study Program	010	335.00
P17-00201	Santa Barbara County Selpa	SpEd two-day Workshop - Santa Barbara SELPA	District-wide	010	2,800.00
P17-00202	Accrediting Commission For Schools/Wasc	Accreditation/oth exp	Oak Park High School	010	920.00
P17-00203	Agoura Lock Technologies, Inc.	Keys/Custodial/mat & supp	Oak Park High School	010	1,000.00
P17-00204	TUMBLEWEED EDUCATIONAL ENTERPRISES INC	Buses for 4th Grade Field Trip to Olivas Adobe	Oak Hills Elementary School	010	1,350.00

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Includes Purchase Orders dated 09/01/2016 - 09/30/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P17-00205	TUMBLEWEED EDUCATIONAL ENTERPRISES INC	Buses for 4th Grade Field Trip to Ventura Mission	Oak Hills Elementary School	010	1,275.00
P17-00206	TUMBLEWEED EDUCATIONAL ENTERPRISES INC	Buses for 4th Grade Field Trip to Riley's Farm	Oak Hills Elementary School	010	2,200.00
P17-00207	City Of Ventura Parks & Rec.	4th Grade Field Trip to Ventura Mission	Oak Hills Elementary School	010	870.00
P17-00208	City Of Ventura Parks & Rec.	4th Grade Field Trip to Olivas Adobe	Oak Hills Elementary School	010	1,060.00
P17-00209	Stacy Dishlip	GATE Consultant Stacy Dishlip for 2016/2017	Oak Hills Elementary School	010	2,700.00
P17-00210	Flinn Scientific, Inc	BES NGSS Elm Supplies	Curriculum	010	4,612.35
P17-00211	Flinn Scientific, Inc	ROES NGSS Elm Supplies	Curriculum	010	4,612.35
P17-00212	Flinn Scientific, Inc	OHES NGSS Elm Supplies	Curriculum	010	4,612.35
P17-00213	Create Studio Fun LLC	Donation 209/208 5th grade	Brookside School	010	434.00
P17-00214	Textbook Warehouse Inc.	OPIS Handbook Writing & Learning	Curriculum	010	349.38
P17-00215	Tri-Valley Supply	Open purchase order for equipment repair	Brookside School	010	200.00
P17-00216	Ventura County Star	Notice of Public Hearing for 2016-17 Budget	Business Administration	010	127.06
P17-00217	Amplify	OHES Science Amplify Grade 5 2016-2017 add'l	Curriculum	010	515.13
P17-00218	Underwood Family Farms at Tier ra Rejada	Donation -- K Field trip	Brookside School	010	400.00
P17-00219	Channing Bete Company, Inc.	Heartsaver First Aid CPR AED DVD Set - Nurse	District-wide	010	193.88
P17-00220	Regency Enterprises, Inc	Proj 16-09F Int Lighting Retrofit-District Wide	Business Administration	010	78,894.48
P17-00221	CANCELLED				
P17-00222	Us Bank Trust Nat'l Assn.	Admin Fees 2009 GOB Election 2008 Series A	Business Administration	010	770.00
P17-00223	Us Bank Trust Nat'l Assn.	Admin Fees 2009 GOB Election 2006 Series B	Business Administration	010	770.00
P17-00224	Chester J. Seto Db a Cjseto Support Services	Chemical Inventory for OSHA Hazard Comm Compliance	Business Administration	010	5,196.00
P17-00225	Decker Equipment	2016/17 Open PO for Partitions	Business Administration	010	750.00
P17-00226	Wested	California Healthy Kids Survey 15-16	Business Administration	010	300.00
P17-00227	Realityworks, Inc.	VCI-Child Development-Path J Health	Oak View High School	010	6,512.63
P17-00228	KYOCERA Document Solutions West LLC	Open PO for Riso Service & Supplies	Medea Creek Middle School	010	1,000.00
P17-00229	Science Education Center	Parent funded field trip	Red Oak Elementary School	010	1,160.00
P17-00230	City Of Ventura Parks & Rec.	Parent funded field trip	Red Oak Elementary School	010	680.00
P17-00231	HEINEMANN	ROES Units of Study Reading & Writing Grade 2	Curriculum	010	621.58

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Includes Purchase Orders dated 09/01/2016 - 09/30/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P17-00232	Island Packers Cruises	5th Grade Field trip to Santa Cruz Island	Oak Hills Elementary School	010	6,020.00
P17-00233	Southwinds Transportation	Buses - 5th Grade Field Trip to Santa Cruz Island	Oak Hills Elementary School	010	2,461.80
P17-00234	TUMBLEWEED EDUCATIONAL ENTERPRISES INC	G.A.T.E. SoDi Field Trip to Disneyland	Oak Hills Elementary School	010	2,500.00
P17-00235	California Weekly Explorer	Parent funded field trip--5th American Revolution	Red Oak Elementary School	010	1,540.00
P17-00236	Jason Schreiber	Band/Coach MCMS 2016-2017	Medea Creek Middle School	010	3,000.00
P17-00237	4 Oaks, Inc.	SpEd - Speech & Language Services	District-wide	010	10,000.00
P17-00238	Southwinds Transportation	DON: Buses for Astrocamp	Medea Creek Middle School	010	8,506.00
P17-00239	Underwood Family Farms c/o American Express	1st Grade Field Trip to Underwood Family Farms	Oak Hills Elementary School	010	1,470.00
P17-00240	Trash for Teaching	2nd Grade Balance In Motion Program On-campus	Oak Hills Elementary School	010	1,251.75
P17-00241	Realityworks, Inc.	VCI - Child Devl Materials	Oak View High School	010	1,639.13
P17-00242	Santa Barbara County SELPA	SpEd Dyslexia Workshop - Santa Barbara SELPA	District-wide	010	600.00
P17-00243	Taft Electric Company	Replace Broken Light Pole at ROES	Business Administration	213	4,344.91
P17-00244	Jason Kennedy	Band Coach/OPIMA/ASB	Oak Park High School	010	1,000.00
P17-00245	Charlotte Betry	Band Coach/OPIMA/ASB	Oak Park High School	010	600.00
P17-00246	Gabriel Botsford	Band Coach/OPIMA/other exp/ASB	Oak Park High School	010	1,000.00
P17-00247	Josiah Morales	Band Coach/OPIMA/other exp/ASB	Oak Park High School	010	1,000.00
P17-00248	Lily Apar	Band Coach/OPIMA/ASB	Oak Park High School	010	640.00
P17-00249	Document Systems	New Color Printer for Computer Lab	Oak Hills Elementary School	010	1,161.00
P17-00250	Create Studio Fun LLC	Donation 5th grade field trip Create Art	Brookside School	010	434.00
P17-00251	Island Packers Cruises	Donation 5th grade field trip	Brookside School	010	6,020.00
P17-00252	Riley's American Heritage Farm dba Colonial Chesterfield	4th Grade Field Trip to Riley's Farm	Oak Hills Elementary School	010	1,488.00
P17-00253	Melanie Katzner	Art Program for Oak Hills	Oak Hills Elementary School	010	29,000.00
P17-00254	Houghton Mifflin Harcourt c/o American Express	OPIS Science Fusion 2016-2017 - K-5 TE	Curriculum	010	1,032.00
P17-00255	ACT-Autism Ctr for Treatment	2016-17 - ACT (non-public agency services) - SpEd	District-wide	010	68,952.00
P17-00256	The Help Group	2016-17 - The Help Group (Sunrise School)	District-wide	010	31,366.00
P17-00257	The Help Group	2016-17 - The Help Group (Bridgeport School)	District-wide	010	43,843.30
P17-00258	Kids Connection Dev Therapy	2016-17 OT Services - Kids Connections	District-wide	010	5,160.00

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ESCAPE ONLINE

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Includes Purchase Orders dated 09/01/2016 - 09/30/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P17-00259	San Diego Center for Children Academy	2016-17 - San Diego Center for Children Academy	District-wide	010	37,750.00
P17-00260	The Help Group	2016-17 - The Help Group (Village Glen)	District-wide	010	34,025.44
P17-00261	The Help Group	2016-17 - The Help Group (Summit View)	District-wide	010	29,330.00
P17-00262	HERITAGE SCHOOLS INC	2016-17 Heritage School	District-wide	010	92,796.00
P17-00263	New Haven Youth & Family Serv	2016-17 New Haven Youth & Family Services	District-wide	010	112,970.00
P17-00264	Follett School Solutions, Inc.	Destiny Library Software Renewal 2016-2017	Curriculum	010	4,033.68
P17-00265	HEINEMANN	OHES Units Study Reading/Writing Gr 3 & Gr 5 Essy	Curriculum	010	710.71
P17-00266	Carolina Biological Supply Co	PFA Funded Science Supplies	Oak Park High School	010	3,282.69
P17-00267	Riley's American Heritage Farm dba Colonial Chesterfield	donation 5th grade field trip - Riley's Farm	Brookside School	010	412.13
P17-00268	So CA Association of Science Specialists, Inc.	DON: Science Olympiad Registration	Medea Creek Middle School	010	370.00
P17-00269	Southwinds Transportation	DON: Buses for Outdoor Ed	Medea Creek Middle School	010	12,809.60
P17-00270	Automoblox Co.	VCI Path B-Engineering C9 Sports Car OPHS	Oak Park High School	010	184.00
P17-00271	Arbor Scientific	VCI Engineering Path B Power Supply	Oak Park High School	010	451.02
P17-00272	Electronix Express	VCI Engineering Path B Equipment	Oak Park High School	010	38.14
P17-00273	Dale Scott & Company	2015-16 Continuing Disclosure Annual Report GOB	Business Administration	212	2,500.00
				213	2,500.00
P17-00274	Textbook Warehouse Inc.	OPIS textbooks 2016-2017	Curriculum	010	739.87
P17-00275	2Eden Design Studio	School Garden Program Consultant Multiple Sites	Curriculum	010	51,975.00
P17-00276	REDWOOD BIOTECH	Drug Test Kits	Oak View High School	010	367.19
P17-00277	Personnel Concepts Limited	Labor Law Compliance Posters & Notices	Accounting & Payroll	010	3,435.82
P17-00278	VCOE	School Passes	Brookside School	010	370.88
P17-00279	Active Network	Webstore District Wide - Tracks Renewal	Business Administration	010	1,270.50
P17-00280	Karen Schnee MA	SpEd Settlement Agreement-Independent Evaluation	District-wide	010	2,500.00
T17-00017	Uzibull	Uzibull iPad Air Cases 200	Technology Coordinator	212	4,966.50
T17-00020	Typing Agent LLC	Typing Agent MarieBouK12 - 2016-2017	Curriculum	010	2,300.00
T17-00021	CUE Gold Coast	Gold Coast CUE conference on 10/15/2016	Human Resources	010	520.00
TB17-00013	Business Machine Security	Blanket PO for Projector Mounts	Technology Coordinator	010	500.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 6

Includes Purchase Orders dated 09/01/2016 - 09/30/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
Total Number of POs			158	Total	<u>1,866,961.79</u>

Fund Recap

Fund	Description	PO Count	Amount
010	General Fund	2	30,679.53
		Total Fiscal Year 2016	30,679.53
010	General Fund	147	1,517,470.85
130	Cafeteria Fund	7	54,500.00
212	Measure C6 Technology Bond Fun	2	7,466.50
213	Measure R FACILITIES Bond Fund	3	256,844.91
		Total Fiscal Year 2017	1,836,282.26
		Total	<u>1,866,961.79</u>

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

SUBJECT: B.1.d. CERTIFICATION OF 2015-16 ANNUAL ATTENDANCE REPORT
CONSENT

ISSUE: Shall the Board receive and certify the 2015-16 Annual Attendance Report recording the District's Average Daily Attendance (ADA) ending with the tenth and final school month of the reporting period?

BACKGROUND: The District's Local Control Funding Formula (LCFF) funding is based on its ADA, which requires the governing board of each school district to certify actual student attendance to the State Superintendent of Instruction at three key times each school year. The First Period Attendance Report, commonly referred to as P-1, is certified and filed with the State at the end of the fourth school month. The Second Period Attendance Report, referred to as P-2, certifies the ADA through April 15 of the reporting year. The District's actual LCFF funding is based on the P-2 Report. The third and final report, the Annual Report, is certified and filed at the conclusion of the fiscal year. Lottery funding is based on the Annual ADA Report.

The third reporting period of 2015-16 has concluded, and the District's Annual ADA Report is provided for the Board's review and certification.

RECOMMENDATION: Certify the 2015-16 Annual Attendance Report.

Prepared by: Barbara Dickerson, Director, Fiscal Services
 Martin Klaus, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____


Certification

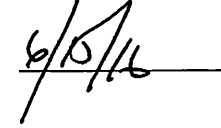
County: Ventura
District: Oak Park Unified
CDS CODE 56 73874

Fiscal Year: FY 2015-16
Annual
CD866EA7

Attendance School District

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

School District Superintendent: 

Date: 

County Superintendent of Schools: _____

Date: _____

Any inquiries concerning this report should be directed to:

CONTACT NAME Shannan Kaesberg
PHONE (818)735-3244 *
FAX (818)865-8467
E-Mail skaesberg@opusd.org

Attendance School District

County: Ventura

Fiscal Year: 2015-16

District: Oak Park Unified

Annual

CDS CODE 56 73874

Certificate Number: CD866EA7

Regular ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	A-1	1,044.72	1,002.98	779.71	1,641.70	4,469.11
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	A-2	0.53	0.00	0.18	0.35	1.06
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	A-3	0.94	0.96	1.91	0.00	3.81
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	A-4	0.13	0.02	0.04	0.00	0.19
Community Day School [EC 48660] (Divisor 70/135/180)	A-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-5)	A-6	1,046.32	1,003.96	781.84	1,642.05	4,474.17
Other						
Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-1	7.30	16.58	62.50	133.73	220.11
Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-2	0.00	0.00	0.00	0.00	0.00

Attendance School District

County: Ventura

Fiscal Year: 2015-16

District: Oak Park Unified

Annual

CDS CODE 56 73874

Certificate Number: CD866EA7

Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-3	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-4	0.00	0.00	0.00	0.00	0.00
ADA for Students in Transitional Kindergarten pursuant to EC 46300 included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)	B-5	65.90				65.90
ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)	B-6				41.17	41.17
ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)	B-7					0.00

Attendance School District

County: Ventura

Fiscal Year: 2015-16

District: Oak Park Unified

Annual

CDS CODE 56 73874

Certificate Number: CD866EA7

Prior Year ADA Adjustment (P-1 and P-2 only)		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
<p>Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051(a) (2) (B)].</p>						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-1 + C-2)	C-3	0.00	0.00	0.00	0.00	0.00
<p>Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051(a) (2) (C)].</p>						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-4	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-4 + C-5)	C-6	0.00	0.00	0.00	0.00	0.00

Attendance School District

County: Ventura

Fiscal Year: 2015-16

District: Oak Park Unified

Annual

CDS CODE 56 73874

Certificate Number: CD866EA7

Prior Year P-2 ADA attributable to district
resident pupils attending a non-charter school
[EC 42238.052].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-7	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-8	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-7 + C-8)	C-9	0.00	0.00	0.00	0.00	0.00
 Gain or Loss of ADA due to a Reorganization or Transfer of Territory [EC 42238.05 (a) (3)]. If the ADA adjustment is a loss, report the loss as a negative number in Line C-10 or C-11.						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-10	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b) (3)] (Divisor 175)	C-11	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-10 + C-11)	C-12	0.00	0.00	0.00	0.00	0.00

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.e. APPROVE OVERNIGHT TRIP FOR OAK PARK HIGH SCHOOL FUTURE BUISNESS LEADERS OF AMERICA (FBLA) MEMBERS – NOVEMBER 5-6, 2016

CONSENT

ISSUE: Shall the Board approve an overnight trip for the Oak Park High School Future Business Leaders of America Members to attend the Leadership summit?

BACKGROUND: Principal, Kevin Buchanan, requests approval for the FBLA members to attend the Leadership Development Institute at the Riverside Convention Center on Nov. 5-6, 2016. Approximately 10 students, the female FBLA club advisor and one male parent chaperone will travel by district-approved drivers in school and private vehicles. They will depart on Saturday November 5, 2016 at 6 a.m. and return on Sunday November 6, 2016 at 2:30pm. They will stay at the Marriott Riverside at the Convention Center. The California FBLA will cover all costs. Accept this as certification that the Principal has reviewed and verified that all the required components of the approved *Field Trip Planning Guide/Checklist* have been met.

ALTERNATIVES: 1. Approve field trip as presented.
 2. Do not approve field trip as presented.

RECOMMENDATION: Alternative #1.

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.f. APPROVE SCHOOL COUNSELING INTERNSHIP AGREEMENT WITH PHILLIPS GRADUATE UNIVERSITY BEGINNING AUGUST 1, 2016 - JUNE 30, 2017

CONSENT

ISSUE: Shall the Board of Education enter into School Counseling Internship Agreement with, Phillips Graduate University commencing, August 1, 2016-June 30, 2017?

STATEMENT: Education Code section 11006 authorizes the Governing Board of any school district to enter into agreements with a state college/university or private college/university accredited by the State Board of Education as a teacher education institution, to provide supervised student teaching experience.

- ALTERNATIVES:**
1. Approve School Counseling Internship Agreement with Phillips Graduate University commencing, August 1, 2016-June 30, 2017 and authorize the Superintendent to sign the agreement on behalf of the District.
 2. Do not approve School Counseling Agreement with Phillips Graduate University.

RECOMMENDATION: Alternative #1

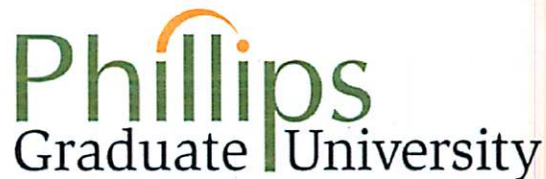
Respectfully submitted,

 Anthony W. Knight Ed.D.,
 Superintendent

Prepared by:
 Leslie Heilbron, Ed.D., Assistant Superintendent, HR

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep.	_____	_____	_____	_____



**INTERNSHIP CREDENTIAL PROGRAM AGREEMENT
OAK PARK UNIFIED SCHOOL DISTRICT**

Phillips Graduate University is applying to CCTC for both the School Psychology and School Counseling Internship Credentials. This Memo of Understanding is the first step of the approval process. The following agreement states the anticipated responsibilities and expectations of both the **Oak Park USD** (henceforth District) and of Phillips Graduate University (henceforth Phillips). The overall goal of this agreement is the creation of a District/Phillips partnership as a means of finding, selecting, training and mentoring high quality school psychologists and school counselors through Phillips' Pupil Personnel Services Department.

Statements of Responsibility and Expectations

PHILLIPS' ROLE

- Statement # 1 Phillips will communicate to the public the availability of the School Psychology and School Counseling Intern Program in an effort to attract high quality applicants as potential interns to the school psychology and school counseling credential programs.
- Statement # 2 Phillips will inform participating districts of the availability of high quality and qualified (i.e. CBEST completed, subject matter competence verified, BA degree confirmed, etc.) school psychology and counseling intern candidates.
- Statement # 3 Phillips will recommend for intern credentials to the CCTC the qualified candidates selected by participating Districts for school psychology or school counseling intern positions. Candidates will not be allowed to assume an intern position until they have completed Phillips' professional course sequence and practicum hours.
- Statement # 4 Phillips will work cooperatively with District personnel to reinforce ideas, principles, and practices being conveyed through District pre-service training activities for the selected interns that are being held concurrent with Phillips' professional training course sequence.
- Statement # 5 Phillips will assign an Intern Faculty Liaison (IFL) to support the intern during this, their required field experience for obtaining a PPS Credential.
- Statement # 6 Phillips' IFL will work as part of a collaborative support team with District supervisors.
- Statement # 7 Phillips will recommend candidates who successfully complete their intern experience for the PPS School Psychology or School Counseling Credential.

DISTRICT'S ROLE

- Statement # 1 The District will communicate to potential interns the availability of the PPS School Psychology and School Counseling District Internships.
- Statement # 2 The District will interview qualified candidates sent from the Phillips for potential school psychology/school counseling intern positions (if available internships exist).
- Statement # 3 The District will provide the selected interns with pre-service training and orientation activities.
- Statement # 4 The District will assign a qualified credentialed school psychologist/school counselor to the intern, either at the District level, at the school site level, or at both levels. This (these) person(s) will work collaboratively with Phillips' IFL assigned to the intern.
- Statement # 5 If a paid internship - the District will pay the intern in accordance with State regulations.
- Statement # 6 The District will retain, not retain, or dismiss the intern(s) according to regular practice for new school psychologists or school counselors.
- Statement # 7 The District will not displace existing school psychologists or school counselors with interns. Vacancies to accommodate interns will be designated through normal attrition.
- Statement # 8 The District will provide Phillips with evaluations of each intern twice a year (for each 600 hours completed for psychology program and for each 100, 200 or 400 hours completed for counseling program).

In addition, the District agrees to support Phillips in its effort to adhere to the following CCTC Standards for Internship Credential:

1) Education Leadership

The leadership and governance are shared responsibilities, thus each participating school district works with Phillips to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensures that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

2) Resources

Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provides sufficient resources to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

3) Faculty

Faculty members who teach and supervise field experience in the Pupil Personnel Services Credential Program have appropriate academic preparation and at least two years of successful experience as a PPS provider, or service provider in a related field, and possess current knowledge in the field in which they teach. The institution attempts to recruit faculty that represent the diverse population of California pupils.

Faculty members who teach one or more specialized school related courses in a PPS program demonstrate active participation in Pre-K-12 schools appropriate to his or her service credential. This participation should be sufficient to enable demonstration of faculty currency in the state professional practice and an understanding of current issues facing the schools.

4) Evaluation

The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

5) Admission

Each individual has had sufficient prior experiences and personal qualification to enable performance at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences that would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the programs admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

6) Advice and Assistance

Faculty from Phillips will develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new pupil service providers hired by the district. Specifically, they should have an individual plan for professional development and the support and professional development is developed for each intern in the consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

7) School Collaboration

The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in fieldwork experience and shaping and evaluating the internship assignments.

8) District Field Supervisors

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the specialty area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) faculty person on site.

Graduate School:

Greg Gorman, President
Phillips Graduate University
19900 Plummer Street
Chatsworth, CA 91311

Phone: (818) 386-5600
Fax: (818) 386-5699

District:

Anthony Knight, Superintendent
Oak Park Unified School District
5801 E. Conifer Street
Oak Park, CA 91377

Phone: (818) 735-3200
Fax: (818) 879-0372

Representations. Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.

General Provisions. The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law.

GRADUATE SCHOOL:

Phillips Graduate University

By: _____
Greg Gorman, President

Dated: _____

DISTRICT:

By: _____
Anthony Knight, Superintendent

Dated: _____

EXHIBIT A
Internship Programs

District and Phillips wish to partner to support the following programs:

Pupil Personnel Services Internship Credential – School Counseling

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.g. APPROVE OVERNIGHT TRIP FOR MEDEA CREEK MIDDLE SCHOOL 6TH GRADE TO PALI INSTITUTE – NOVEMBER 30 – DECEMBER 2, 2016

CONSENT

ISSUE: Shall the Board of Education approve a four day overnight trip for Medea Creek Middle School 6th Grade to Pali Institute in Running Springs California?

BACKGROUND: Outdoor Education is a 6th grade staple at Medea Creek Middle School, giving students a one-to-one experience with the outdoors, as well as with hands-on science. Pali Institute promises a high-quality program with nature walks and intriguing science classes suited for the 6th grade in a beautiful, safe and well-cared for environment.

STATEMENT: The WASC and AEE accredited program at the Pali Institute is our Camp. The trip is scheduled for November 30-December 2nd, 2016. The cost is \$365.00. MCMS sees that all interested students (space permitting) are able to attend, regardless of cost. The bus company will be Southwinds. The camp is fully staffed and will be complemented by approximately 6-8 MCMS faculty/staff. Accept this as certification that the Principal has reviewed and verified that all the required components of the approved Field Trip Planning Guide/Checklist have been met.

ALTERNATIVES: 1. Approve the overnight Outdoor Education trip
 2. Do not approve the overnight Outdoor Education trip.

RECOMMENDATION: Alternative #1

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: BOARD OF EDUCATION
 FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
 DATE: OCTOBER 18, 2016
 SUBJECT: B.1.h. APPROVE QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS – OCTOBER, 2016

Consent

ISSUE: Shall the Board of Education Approve the Quarterly Williams Uniform Complaints- October 2016?

BACKGROUND: As a result of a lawsuit filed against the State of California, the State Legislature passed several bills that codified the negotiated settlement to the suit. One of the many requirements of this legislation is for school districts to establish a uniform complaint process to allow parents or member of the public to register written complaints regarding textbook/instructional materials sufficiency, teacher vacancy or missassignment, and hazardous conditions of school facilities.

Education Code 35186 requires the Superintendent or designee report summarized data on the nature and resolution of all Williams Uniform Complaints on a quarterly basis to the Board of Education and the County Office of Education. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting.

- ALTERNATIVES:
1. Approve the Quarterly Report on Williams Uniform Complaints – October 2016
 2. Do not approve the Quarterly Report on Williams Uniform Complaints – October 2016

RECOMMENDATION: Alternative #1.

RATIONALE: It is the policy of the district to comply with federal and state laws and regulations governing education programs or activities which receive state or federal funding.

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Quarterly Report on Williams Uniform Complaints
 [Education Code Section 35186]
 Fiscal Year 2016-17

District: Oak Park Unified School District

Person completing this form: Dr. Jay Greenlinger

Title: Director of Curriculum and Instruction

Quarterly Report Submission Date: October 2016 (7/1/16 to 9/30/16)
 (check one) January 2017 (10/1/16 to 12/31/16)
 April 2017 (1/1/17 to 3/31/17)
 July 2017 (4/1/17 to 6/30/17)

Date for information to be reported publicly at governing board meeting: October 18, 2016

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
Totals	0		

Anthony W. Knight Ed.D.
 Name of District Superintendent

 Signature of District Superintendent

TO: BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

SUBJECT: B.1.i. APPROVE DISPOSAL OF OBSOLETE OR SURPLUS INSTRUCTIONAL MATERIALS, BOOKS, AND OR LIBRARY BOOKS

CONSENT

ISSUE: Should the Board of Education approve the disposal of obsolete or surplus instructional materials, books, and/or library books?

BACKGROUND: The District declares an inventory of library books, textbooks and/or instructional materials as obsolete, surplus, and no longer needed by teachers or students. Education Code requires the Board to declare that these books and/or materials are obsolete or surplus authorizing staff to sell, distribute, or otherwise dispose of them. This is one measure of ensuring that students have benefit of current quality materials that meet the specific rigorous criteria set by the Oak Park Unified School District.

- ALTERNATIVES:**
- 1) Approve a motion declaring the inventory of instructional materials and library books obsolete and/or surplus.
 - 2) Do not approve a motion declaring the inventory of instructional materials and library books obsolete and / or surplus.

RECOMMENDATION: Alternative No. 1

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Inventory of Surplus Or Obsolete Instructional Materials for 2016 - 2017 School Year

Oak Park High School

Title	ISBN#	Publisher	Copyright Date	Quantity
Text Books				
American Pageant 0-618-47940-6	0-618-47940-6	Houghton Mifflin	2006	172
Economics Principles, Problems and Policies 0-07-046814-1	0-07-046814-1	McGraw Hill	1996	72
En Espanol 1 0-618-30430-4	0-618-30430-4	McDougal Littell	2004	220
En Espanol 2 0-395-91083-8	0-395-91083-8	McDougal Littell	2000	277
En Espanol 3 0-395-91085-4	0-395-91085-4	McDougal Littell	2000	252

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.j. APPROVE ANNUAL TEACHER ASSIGNMENT REPORT

CONSENT

ISSUE: Shall the Board of Education approve the recommendation of the Superintendent to certify that all teachers are appropriately assigned in subject areas for which they qualified?

BACKGROUND: Education code Section 44258.9 requires school districts to establish procedures for reviewing teacher assignments annually and to report their findings to their local government in a public meeting. The state has recognized the need to provide a degree of flexibility in the assignment of teachers and offers several ways in which teachers can be deemed qualified to serve in particular areas. These include:

1. Credentials on file
2. Education code provisions
3. Board Waiver
4. Committee on Assignment

ALTERNATIVES:

1. Approve the recommendations of the Superintendent
2. Do not approve the recommendations of the Superintendent

RECOMMENDATION: Alternative #1

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Prepared by:
Leslie Heilbron Ed.D.,
Assistant Superintendent Human Resources

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep.	_____	_____	_____	_____

Human Resources Memorandum

TO: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
FROM: DR. LESLIE HEILBRON, ASSISTANT SUPERINTENDENT, HUMAN RESOURCES
DATE: OCTOBER 18, 2016
RE: CREDENTIAL INFORMATION – 2016-2017

BACKGROUND INFORMATION

Under the provisions of SB 435, the Board of Education receives a report of fully credentialed staff who are assigned to teach in academic areas for which they may not have a formal credential, but for which they have the requisite number of units required for knowledge of the subject and the ability to teach the subject in the classroom. The following credential assignments are brought to the Board of Education annually. These assignments are brought to the Board in accordance with the requirements of the Education Code and the California Commission on Teacher Credentialing.

Education Code section 44256(b) (grades 8 and below) allows, with the approval of the governing board, the holder of a multiple subject or standard elementary teaching credential to teach, with his or her consent, in departmentalized classes below grade level 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units in the subject to be taught.

Education Code section 44258.2 (grade 5-8) allows that the holder of a single subject standard secondary teaching credential may, with his or her consent, be assigned by action of the governing board, to teach classes in grades 5 through 8 in a middle school, provided that the teacher has a minimum of 12 semester units or 6 upper division or graduate semester units of coursework at an accredited institution in the subject to be taught.

Sharon Lavene 4782	Social Studies	Alison Stein 8748	Social Studies
Steven White 6032	Language Arts	Michael O'Hagan 8545	Language Arts

Education Code section 44258.7b (grade 9-12) allows a person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the governing board, to coach one period per day in a competitive sport for which students receive physical education credit, provided he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction.

Zach Borquez 1031 Competitive Marching Band

Education Code 44263 allows the holder of a teaching credential to serve by approval of the governing board and with the consent of the teacher, any single subject departmentalized class if the teacher has completed 18 semester units of coursework, or 9 semester units of upper division or graduate coursework in the subject to be taught.

Sheri Boone 2782	Spanish
Eric Pryor 8823	Health

Education Code 44865 allows the holder of a valid teaching credential to be assigned with the consent of the teacher to teach any subject at any grade level to students in the following programs:

Continuation Schools

Susan Allen 0242
Randi Liepman 4447
Karen (KC) Kelem 4589

Home Independent Study

Ty DeLong 4227	Samantha Lyons 1164
Amy Kobayashi 8941	Daniel O'Brien 8312
Barbara Harrison 7173	Jim Barnett 0232
Kate Thompson 3787	Lori Glazer 6009

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.k. APPROVE RENEWAL OF DISTRICT MEMBERSHIP IN CALIFORNIA SCHOOL FUNDING COALITION

CONSENT

ISSUE: Shall the Board approve the renewal of the District’s membership in the California School Funding Coalition?

BACKGROUND: In 2012-13, as the Local Control Funding Formula (LCFF) was being finalized by the California legislature, OPUSD became one of the initial members of the California School Funding Coalition (CSFC). The CSFC formed as a group of school districts, primarily suburban, with similar demographics and funding concerns, seeking to ensure fair and equitable funding from the new LCFF legislation. The legislation further define LCFF continues to evolve in Sacramento and it remains important for suburban school districts such as Oak Park Unified to have a voice in the process. The Administration recommends the renewal of the District’s membership in this important advocacy group. Based on the District’s ADA, the annual dues are \$2,500, which is included in the Business Administration department budget. More information on CSFC its purpose, achievements, and legislative priorities follows this recommendation.

- ALTERNATIVES:**
1. Approve the renewal of the District’s membership in the California School Funding Coalition.
 2. Do not approve renewal of the District’s membership.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klaus, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____



"Working together to ensure every public school in California receives the funding necessary to provide a high-quality education for all students."

Coalition Members

Albany Unified
Alta Loma Elementary
Arcadia Unified
Clovis Unified
Coalinga-Huron Unified
Cotati-Rohnert Park Unified
Cupertino Union
Dinuba Unified Dublin Unified
Elk Grove Unified
Etiwanda Elementary
Folsom Cordova Unified
Fruitvale Elementary
Fullerton Joint Union
Gilroy Unified
Glendora Unified
Golden Valley Unified
Irvine Unified
Kerman Unified
Kingsburg Elementary Charter
Orcutt Union
Pixley Union
Placentia-Yorba Linda Unified
Poway Unified
Riverdale Joint Unified
Rocklin Unified
San Marino Unified
San Ramon Valley Unified
Sanger Unified
Santa Barbara Unified
Torrance Unified

September 2016

Dear School Funding Coalition Member:

We are pleased to report on the California School Funding (CSF) Coalition's legislative accomplishments this past year and **invite you to continue** your participation in the coming year.

Once again, the combined efforts of our members and advocates from School Services of California, Inc., (SSC) ensured that our long-term fight for funding adequacy, and the success of the Local Control Funding Formula (LCFF), remains at the forefront of the decision makers in Sacramento.

During the 2015-16 legislative session, the CSF Coalition's advocates:

- Met with dozens of legislators, legislative staff, and government agencies
- Testified at budget hearings regarding the impact unfunded state mandates are having on school district budgets
- Identified the need to increase LCFF base funding
- Provided detailed data to lawmakers to illustrate how CalSTRS/CalPERS, Special Education and minimum wage increases are eroding the LCFF

These efforts, bolstered by an increase in the Proposition 98 minimum guarantee, resulted in the 2016-17 State Budget containing additional funding for schools.

However, a slowing economy, zero statutory inflation adjustment, and the uncertainty of a replacement for Proposition 30 means **significant work remains to be done**.

Base funding adequacy will be the central focus of the CSF Coalition.

We will continue to take a lead role in educating legislators and the public about the need to increase base funding and to stop the erosion of LCFF funding triggered by the passage of new unfunded state mandates.

As we have said before, the previous funding model continuously evolved over 20 years. **We believe the CSF Coalition is positioned** to continue the ongoing efforts to ensure that the LCFF, Local Control and Accountability Plan (LCAP), and future legislative actions will enable ALL districts to provide a high quality education for EVERY student in California.

We are in this for the long haul and hope you will join us in our efforts!

Attached you will find the CFC Coalition's 2016-17 Legislative Priorities, an outline of our past and future efforts, and a membership form for your consideration.

Please contact CSF Coalition Administrator Steve Ward at (559) 327-9118 or Coalition Advocate Nancy LaCasse, SSC, at (916) 446-7517 if you have any questions.

Sincerely,

George Mannon, Ed.D.
Superintendent
Torrance Unified SD

Janet Young, Ed.D.,
Superintendent
Clovis Unified SD

California School Funding Coalition

Working together to ensure every public school in California receives the funding necessary to provide a high quality education for all students

Who We Are

The California School Funding (CSF) Coalition was formed in March 2013 when school districts from across the state united around a **common goal of increasing the Local Control Funding Formula's (LCFF) base grant**. The advocacy efforts of the CSF Coalition districts were rewarded (as well as every district in California), as the final LCFF legislation resulted in a base grant allocation that was **significantly higher than originally proposed**.

Our work is just beginning, and there is much to be done now and in the future. The prior funding model continuously evolved over 20 years; we invite you to **partner with us in our long term effort** to ensure that the LCFF, Local Control and Accountability Plan (LCAP), and future legislative actions truly enable districts to provide a high quality education for every student.

What We Have Accomplished

Working from an established set of core principles, the voices of our member districts are being heard as we have become active participants in the legislative and regulatory process. Our efforts are having an impact.

- ❖ **LCFF Base Grant**—In 2013, we mounted a successful campaign advocating for **an increase in the LCFF base grant**.
- ❖ **Career Technical Education (CTE)**—In 2014, we convened a stakeholder group to **develop consensus legislation** to establish a new and funded ongoing Career Technical Education (CTE) program. The bill prompted the Legislature and Governor to approve \$900 million to establish a three year CTE bridge funding system. The work on this issue continues as the bridge funding expires in 2018.
- ❖ **Erosion of LCFF Base Funding** -- In 2015-16, we mounted a statewide campaign to illustrate how the increased cost of “must fund” expenditures, such as STRS/PERS, health and welfare, increased minimum wage, and growing Special Education costs, are impacting local school budgets and eroding the purchasing power of LCFF base funding. We designed and provided tools to member districts to **illustrate the impact of unfunded mandates on new LCFF appropriations**.

Since its inception, the CSFC has become a valuable resource to legislators, state departments and research organizations. Guided by its legislative advocates from School Services of California, the CSFC works closely with policymakers and statewide education organizations to ensure its core message is being shared and supported.

CSFC staff has developed and provided comprehensive data runs and graphs that support the need to increase LCFF base funding to keep pace with increased costs. SFC staff have met with and shared this information with the Legislative Analyst's Office, the Public Policy Institute of California, State Board of Education, Department of Finance, and the Governor's Office.

During 2016-17, the CSFC will:

- 1) Advocate for **overall funding increases** for education **by increasing the LCFF base grant through the sustainment of state revenues when Proposition 30 expires**.
- 2) Actively engage in the **ongoing debate over local control** of school district budgets, **reserves**, programs, and the need to provide **funding for “must fund” expenditures**, such as STRS/PERS, Minimum Wage, and Special Education.
- 3) Advocate for and/or sponsor legislation **directly impacting the new school finance model** (such as CTE, special education and early childhood education).
- 4) Provide training, support, and tools to assist member districts in **advocacy efforts with their legislators**, school boards, parents, and community.

We look forward to working with you! Please contact Steve Ward at steward@cusd.com or (559) 327-9118, or Nancy LaCasse, School Services of California, Inc., at nancyl@sscal.com or (916) 446-7517 for more information.

California School Funding Coalition

Working together to ensure every public school in California receives the funding necessary to provide a high quality education for all students

Legislative Priorities for 2016-17

Boldly Advocate for *Sufficient Base Revenue* to Pay for New Mandated Costs and to Provide *Adequate Funding* for “Best, First Instruction”

- Since the LCFF was initially proposed, the members of the California School Funding Coalition (CSFC) have been declaring publicly that the formula for the Base Grant is not adequate to restore, support, sustain, and improve “Best, First Instruction”.
- New Legislative actions by the state and federal government are increasing budgetary stress by mandating the expenditure of billions of new dollars from base revenue.
- Federal and State inaction to fund exponential increases for existing mandated programs is draining new Base revenues.

The CSFC realizes this *erosion of every school district’s* unrestricted general funds, *will jeopardize the ability* of school agencies to meet their Local Control and Accountability Plan (LCAP) goals.

Thus we believe:

The issue of LCFF base funding increases for every school district is a conversation that *must begin now, not later.*

For 2016-17 the CSF Coalition will:

- **Educate** legislators, school officials, state agencies, parents, and media as to why it is necessary to increase Base revenue and work with legislators and staff to develop potential solutions.
- **Work** to mitigate the impact the most costly ongoing unfunded mandates are having on Base revenues. (i.e. Special Education, STRS/PERS, Minimum Wage)
- **Identify** proposed legislation containing unfunded mandates and provide tools for school districts to advocate and educate their legislators and community as to the impact.
- **Grow** our Coalition’s membership to expand connections with legislators across the state to get the Base funding conversation started now, not later.

For more information contact:

Nancy LaCasse, School Services of California, (916) 446-751, NancyL@sscal.com

Steve Ward, Clovis Unified School District, (559) 327-9118, Steveward@cusd.com



TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.1. APPROVE NOTICE OF COMPLETION, PROJECT 16-02R, GYMNASIUM RESTROOM ADA IMPROVEMENTS AT OAK PARK HIGH SCHOOL

CONSENT

ISSUE: Shall the Board approve the Notice of Completion for Project 16-02R, Gymnasium Restroom ADA Improvements at Oak Park High School, contracted with Omega Construction Company?

BACKGROUND: On July 28, 2016, the District entered into a contract with Omega Construction Company of Northridge, California, Project 16-02R, Gymnasium Restroom ADA Improvements at Oak Park High School. The contract was ratified by the Board of Education at its meeting on August 16, 2016.

The work under this contract is now complete, and the District's staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

ALTERNATIVES:

1. Approve the Notice of Completion for Project 16-02R, Gymnasium Restroom ADA Improvements at Oak Park High School, contracted with Omega Construction Company.
2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klaus, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Oak Park High School, 899 N. Kanan Road, Oak Park, CA 91377

That on or about July 28, 2016 the said Oak Park Unified School District of Ventura County entered into a contract with Omega Construction Company, of Northridge, California, for Project 16-02R, Gymnasium Restroom ADA Improvements at Oak Park High School, on certain real property hereinbefore described: that said building and improvements were actually completed on October 18, 2016; that the address of said Oak Park Unified School District is 5801 E. Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT
By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.m. APPROVE NOTICE OF COMPLETION, PROJECT 16-04R, AMERICANS WITH DISABILITY ACT (ADA) UPGRADES AT OAK HILLS ELEMENTARY SCHOOL

CONSENT

ISSUE: Shall the Board approve a notice of completion for Project 16-04R, Americans with Disability Act (ADA) Upgrades at Oak Hills Elementary School?

BACKGROUND: At its meeting on August 16, 2016, the Board of Education ratified multiple contracts with the following construction contractors for Project 16-04R, Americans with Disability Act (ADA) Upgrades at Oak Hills Elementary School:

Contractor	Trade	Amount
Apex General Contractors	Restroom ADA Modification	\$ 68,204
Stumbaugh & Associates	Restroom ADA Fixtures	\$ 5,194
Hughes General Contractors	Parking Lot ADA Modification	\$ 31,878
Total		\$ 105,276

The work under these contracts is now complete, and the District’s staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

- ALTERNATIVES:**
1. Approve the Notice of Completion for Project 16-04R, Americans with Disability Act (ADA) Upgrades at Oak Hills Elementary School, contracted with the contractors identified above.
 2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klaus, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Oak Hills Elementary School, 1010 N. Kanan Road, Oak Park, CA 91377

That on or about August 16, 2016 the said Oak Park Unified School District of Ventura County entered into a contract with Apex General Contractors of Ventura, California, Hughes General Contractors of Ventura, California, and Stumbaugh & Associates, of Burbank, California, for Project 16-04R, Americans with Disability Act (ADA) Upgrades at Oak Hills Elementary School, on certain real property hereinbefore described: that said building and improvements were actually completed on October 18, 2016: that the address of said Oak Park Unified School District is 5801 Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT
By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.n. APPROVE NOTICE OF COMPLETION, PROJECT 16-06R, PARKING LOT RESURFACING AT OAK PARK HIGH SCHOOL

CONSENT

ISSUE: Shall the Board approve the Notice of Completion for Project 16-06R, Parking Lot Resurfacing at Oak Park High School, contracted with Quality Paving Company?

BACKGROUND: On July 12, 2016, the District entered into a contract with Quality Paving Company of Ventura, California, for Project 16-06R, Parking Lot Resurfacing at Oak Park High School. The contract was ratified by the Board of Education at its meeting on August 16, 2016.

The work under this contract is now complete, and the District’s staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

ALTERNATIVES:

1. Approve the Notice of Completion for Project 16-06R, Parking Lot Resurfacing at Oak Park High School, contracted with Quality Paving Company.
2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Oak Park High School, 899 N. Kanan Road, Oak Park, CA 91377

That on or about July 12, 2016 the said Oak Park Unified School District of Ventura County entered into a contract with Quality Paving Company, of Ventura, California, for Project 16-06R, Parking Lot Resurfacing at Oak Park High School, on certain real property hereinbefore described: that said building and improvements were actually completed on October 18, 2016: that the address of said Oak Park Unified School District is 5801 E. Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT
By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.1.o. APPROVE NOTICE OF COMPLETION, PROJECT 16-11R, EMERGENCY REPAIRS TO MAIN WATERLINE AT OAK PARK HIGH SCHOOL

ACTION

ISSUE: Shall the Board approve a notice of completion for Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School?

BACKGROUND: At its meeting on September 20, 2016, the Board of Education ratified multiple contracts with the following construction contractors for Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School:

CONTRACTOR	SCOPE OF WORK	AMOUNT	FUNDING SOURCE
MM Mechanical, Inc.	Leak Detection/Exploration	\$ 13,727	Measure R
Precision Plumbing, Inc.	Pressure Regulator Replacement	\$ 14,921	Measure R
Total Project Cost		\$ 28,648	

The work under these contracts is now complete, and the District’s staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

- ALTERNATIVES:**
1. Approve the Notice of Completion for Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School, contracted with the contractors identified above.
 2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klaus, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Oak Park High School, 899 N. Kanan Road, Oak Park, CA 91377

That on or about September 20, 2016 the said Oak Park Unified School District of Ventura County entered into a contract with MM Mechanical, Inc. of Carpinteria, California, and Precision Plumbing, Inc., of Moorpark, California, for Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School on certain real property hereinbefore described: that said building and improvements were actually completed on October 18, 2016; that the address of said Oak Park Unified School District is 5801 Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT
By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

**SUBJECT: B.1.p. APPROVE NOTICE OF COMPLETION, PROJECT 16-07F,
CONSTRUCTION OF SCHOOL GARDEN AT MEDEA CREEK MIDDLE
SCHOOL**

CONSENT

ISSUE: Shall the Board approve the Notice of Completion for Project 16-07F, Construction of School Garden at Medea Creek Middle School, contracted with Landscape Development, Inc.?

BACKGROUND: On or about July 1, 2016, the District entered into a contract with Landscape Development, Inc. of Valencia, California, for Project 16-07F, Construction of School Garden at Medea Creek Middle School. The contract was ratified by the Board of Education at its meeting on August 16, 2016.

The work under this contract is now complete, and the District's staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

ALTERNATIVES:

1. Approve the Notice of Completion for Project 16-07F, Construction of School Garden at Medea Creek Middle School, contracted with Landscape Development, Inc.
2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klaus, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Medea Creek Middle School, 1002 Doubletree Road, Oak Park, CA 91377

That on or about July 1, 2016 the said Oak Park Unified School District of Ventura County entered into a contract with Landscape Development, Inc., of Valencia, California, for Project 16-07F, Construction of School Garden at Medea Creek Middle School, on certain real property hereinbefore described: that said building and improvements were actually completed on October 18, 2016: that the address of said Oak Park Unified School District is 5801 E. Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT
By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.a. APPROVE MEASURE C6 FIVE-YEAR MASTER PLAN 2016 UPDATE

ACTION

ISSUE: Shall the Board of Education approve the Measure C6 Five-Year Equipment and Technology Master Plan 2016 update?

BACKGROUND: It is appropriate to update the District’s five-year Measure C6 Equipment and Technology Master Plan. A summary of the specific projects, and the corresponding estimate of costs, has been prepared by the Business Office and Technology Department, and is provided for the Board’s information. It is requested that the Board approve the Measure C6 Five-Year Equipment and Technology Master Plan update and authorize staff to proceed with these specified projects for the 2016-17 school year.

- ALTERNATIVES:**
- 1). Approve the Measure C6 Five-Year Equipment and Technology Master Plan update as presented and authorize staff to proceed with these specified projects for the 2016-17 school year.
 - 2). Approve the Measure C6 Five-Year Equipment and Technology Master Plan with modifications as directed by the Board.
 - 3). Do not approve the Measure C6 Five-Year Equipment and Technology Master Plan.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Oak Park Unified School District
Board Meeting, October 18, 2016

MEASURE C6 FIVE YEAR PLAN SUMMARY

Description	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Total
TECHNOLOGY IMPROVEMENTS																
Network Upgrades																
Local Area Network (LAN)	86,170	618,375	14,592													719,137
Wide Area Network (WAN)		126	66,695													66,821
Systems-Servers	218	201,428	1,041	60,066	11,362	399,363	10,637									684,116
Systems-Server Upgrades/Proj 14-11C									51,973	10,107						62,080
Network/File Server Refresh (4)												125,000				125,000
Storage SAN Servers Refresh														60,000		60,000
Switches/Network							68,632									68,632
Switches/Network/Proj 14-01C								454,402	45,444	54,226						554,072
Switches-Network/Cisco 3850 Refresh											500,000					500,000
Network Cabling		920,543				1,052										921,595
Network Cabling/Proj 14-27F								45,444								45,444
Project Management Services	82,030	29,085														111,115
Wireless Network/Proj 14-08C									175,382							175,382
Wireless Network/Proj 16-04C										86,320						86,320
Remaining Wireless Buildout												60,000				60,000
21CC - 21st Century Classroom Initiative																
Doc Cams		21,942	64,574	16,686	4,055	4,932										112,189
E-Beams				1,599												1,599
Hard Covers						7,722										7,722
Interactive Slates								43,484								43,484
Misc./Other		2,064						11,319								13,383
Projectors			2,923	3,036	34,180											40,138
Senteo Student Response System				82,088	95,970	-96										177,962
Smartboard Speakers				11,611												11,611
Smartboards		293,875	276,791	66,368	90,755	122,757										850,546
Document Cameras							5,127									5,127
Staff Development							2,245	3,363								5,608
21st Century Classrooms/Proj 14-03C							89,056	63,396	1,427,528	365,323						1,945,303
Computers																
21CC Teachers	88,752	127,105														215,857
Computer Lab-Mac Desktops		106,143	271,897	34,322	17,576											429,937
Non- 21stCC Teacher-Computers			105,243													105,243
SPED Computers	19,724	57,232														76,956
Teacher-Mac Desktop Computers	6,880	5,857			17,396											30,133
Teacher-Mac Laptops						302,658								480,000		782,658
Teacher/Staff iPad Refresh												216,000			216,000	432,000
Administration Computers			7,274	30,554	-3,648											34,180
Business/Office Staff-Computers		9,705		38,238	-191											47,752
Support Staff Computers/Proj 14-12C									14,424							14,424
Classroom Computers/Tablets																
COWS (Laptops on Wheels)			54,599	472,092	-3,897		198,622						240,000			961,417
iPad Carts-SBAC/Proj 14-02C								776,867	136,323	720,937						1,634,126
Mobile Device Expansion (iPads/Chromebooks)											250,000	250,000		250,000		750,000
Chromebook Refresh													500,000			500,000
1st Gen iPads Refresh													540,000			540,000
Student iPad Refresh														275,000	275,000	550,000

Oak Park Unified School District
Board Meeting, October 18, 2016

MEASURE C6 FIVE YEAR PLAN SUMMARY

Description	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Total
Curricular Technology																
Library			23,059													23,059
MCMS Library iMac Refresh											80,000				112,000	192,000
MCMS Smart Lab		89,879														89,879
PE Fitness Lab		16,423														16,423
Science/Digital Microscopes		1,435														1,435
Science/Probes		9,507														9,507
HS Computer Science Lab Refresh															74,000	74,000
HS Computer Engineering Lab Refresh															88,000	88,000
New Internet Content Filter															60,000	60,000
Miscellaneous Hardware & Equipment																
AV-Digital Cameras	1,247	712		3,967	-650											5,277
AV-Digital Video Cameras				6,391												6,391
AV-Microphones- USB				1,933												1,933
Desktop Mgmt	4,164	25,550														29,714
Docking Stations			16,892		2,778											19,670
Hard Covers		3,205	9,185		3,517		3,097									19,003
Keyboard Covers		778	3,860													4,638
Keyboards				1,281			279									1,560
Mice				1,789			502									2,290
Monitors				15,468			1,171									16,639
Printers	3,941	4,550		15,926	5,224		5,877									35,518
Probes					9,907											9,907
Scanners				4,601			3,341									7,942
Misc./Other		822	1,821	2,580	4,405	15,585	1,600									26,814
Misc Hdw & Software (1999)							5,196									5,196
SCHOOL SAFETY AND EQUIPMENT IMPROVEMENTS																
School Safety/Security																
Security Cameras/Proj 15-05C											147,830					147,830
Non-Technology																
Student Extracurricular Transportation Vehicles		137,054											110,000	110,000		357,054
Student Furniture/Lockers	21,293	11,188	325	18,734	84,665	74,528	11,189				39,000	39,000	39,000	39,000	39,000	416,923
Student Furniture/Proj 14-05C							60,921	100,816	34,206							195,943
Student Furniture/Proj 15-02C										32,252						32,252
School Site Equipment/Proj 14-07C								30,448	22,459							52,908
School Site Equipment/Proj 16-05C										11,262						11,262
OP Library Language Lab/Proj 15-03C										34,916						34,916
Technology Support Center Expansion/Proj 15-08C										79,586						79,586
M&O Equip						15,433										15,433
Misc./Other	5,979															5,979
Photocopiers		474,569	94													474,664
Photocopiers/Proj 14-06C								193,937								193,937
Photocopiers/Proj 15-01C									27,912	66,074						93,986
Photocopiers/Proj 16-01C										226,285						226,285

Oak Park Unified School District
Board Meeting, October 18, 2016

MEASURE C6 FIVE YEAR PLAN SUMMARY

Description	Actual 2006-07	Actual 2007-08	Actual 2008-09	Actual 2009-10	Actual 2010-11	Actual 2011-12	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Total
Performing Arts																
Pavilion-Other	7,872															7,872
Pavilion-Seating			8,779	152,344	-2,344											158,779
Pavilion-Sound/Lighting	5,170			19,479		1,576	64,145									90,370
OPHS Instr Equip-Music/Proj 14-09C										83,403	16,593					99,996
OPHS Instr Equip-3D Printer/Proj 14-10C										58,812						58,812
OPHS Instr Equip-Music Cabinets/Proj 14-13C										57,778						57,778
OPHS Instr Equip-Choral Risers/Proj 15-07C											10,024					10,024
Maintenance/Grounds/Custodial																
Facilities		89,457		22,862	106,868	2,934										222,121
M&O Vehicles/Equip			8,565	19,899	-1,091		34,494						42,000	52,660		156,527
M&O Vehicles/Equip/Proj 14-04C								35,327	118,247							153,574
M&O Vehicles/Equip/Proj 16-02C											153,789					153,789
Service Utility Vehicles	9,470			27,994												37,464
Child Nutrition Services																
Equipment Purchases	10,508			5,316		9,400	18,787				50,540		12,588	54,472		161,612
MCMS-OPHS Cafeteria Equip/Proj 15-04C											198,059					198,059
SALARIES/OTHER TECH SUPPORT SERVICES																
Salaries/Tech Support Services																
OPUSD Director Technology		60,067	49,290	49,290	49,290	49,290	58,243	57,170	62,257	69,838	69,838	69,838	69,838	69,838	69,838	853,922
OPUSD personal (benefits)			15,595	7,019	12,604	13,048	12,200	15,128	16,077	18,106	18,106	18,106	18,106	18,106	18,106	200,307
OPUSD Technology Assistant			23,410	5,466												28,876
OPUSD-Asst Superintendent		43,106														43,106
OPUSD-Tech Asst/M&O Ex/OT		75,493														75,493
Professional Services (318 Inc.)		59,940	251,100	64,125	30,679											405,844
Professional Services (All Connected)	12,500	10,000			5,039	3,045										30,584
Professional Services (Mobius)					4,000	25,329	21,000									50,329
Professional Services							7,679		3,499	4,784						15,961
Staff Development	11,043	34,227				4,528										49,798
Total Estimated Expenses	376,962	3,541,442	1,277,605	1,263,123	633,252	1,053,084	684,039	1,730,855	2,381,167	2,306,310	1,007,484	887,944	1,571,532	1,239,076	1,011,944	20,965,819
Gross Bond Proceeds																
Gross Bond Proceeds	5,011,137	4,999,686						3,500,000		3,753,400						17,264,223
Bond Proceeds Balance Forward (BF)	4,634,175	6,192,113	4,764,741	3,782,912	3,183,790	2,149,685	1,476,757	3,258,104	883,025	2,341,460	1,338,976	456,032	-1,110,500	-2,344,576	-3,351,520	0
Bond Underwriting Costs			-204,296	204,296												0
Interest Earned on Balance		99,695	54,527	76,999	34,130	18,979	11,111	12,202	6,088	11,345	5,000	5,000	5,000	5,000	5,000	350,077
Net Bond Proceeds Available	5,011,137	9,733,555	6,042,345	5,046,035	3,817,042	3,202,769	2,160,796	4,988,959	3,264,192	4,647,770	2,346,460	1,343,976	461,032	-1,105,500	-2,339,576	17,614,300
Estimated Expenses	376,962	3,541,442	1,277,605	1,263,123	633,252	1,053,084	684,039	1,730,855	2,381,167	2,306,310	1,007,484	887,944	1,571,532	1,239,076	1,011,944	20,965,819
Bond Proceeds Balance	4,634,175	6,192,113	4,764,741	3,782,912	3,183,790	2,149,685	1,476,757	3,258,104	883,025	2,341,460	1,338,976	456,032	-1,110,500	-2,344,576	-3,351,520	-3,351,520

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.b. RATIFY AGREEMENT FOR STRUCTURAL ENGINEERING SERVICES, PROJECT 15-02R, ELEMENTARY SHADE STRUCTURES, PHASE 2

ACTION

ISSUE: Shall the Board ratify an agreement for structural engineering services in connection with Project 15-02R, Elementary Shade Structures, Phase 2?

BACKGROUND: On April 21, 2015, the District entered into a contract with USA Shade & Fabric Structures of Dallas, Texas, for Project 15-02R, Shade Sail Structures at all District Elementary Schools. In November 2015, the Board approved the Notice of Completion for Phase 1, the initial installation. The Board also authorized Phase 2 of the project, raising the shade sails by 3½ feet for safety reasons. The Division of the State Architect (DSA) required that this work be resubmitted to the agency as a new project, requiring additional structural engineering services and a design professional to serve as the project’s Structural Engineer of Record (SEOR). At staff’s request, Welsh Structures, Inc. submitted the accompanying proposals for these services for a fixed fee of \$6,500 for each of the District’s three elementary schools. In order to expedite the process with the hope of completing the work before school resumed in August, the proposals were accepted by District staff and program/construction manager Balfour Beatty Construction. Welsh Structures, Inc. has served as SEOR on a number of District projects and staff has found the engineer to be particularly effective in working with DSA.

- ALTERNATIVES:**
1. Ratify the agreements with Welsh Structures Inc. for SEOR services for Project 15-02R, Elementary Shade Structures, Phase 2, for a total fixed fee amount of \$6,500, for each of the District’s three elementary schools.
 2. Do not approve an agreement for architectural services.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Via Email: MKlauss@oakparkusd.org

May 16, 2016

Mr. Martin Klauss

Assistant Superintendent Business & Administrative Services

Oak Park Unified School District

5801 E. Conifer Street

Oak Park, Ca 91377

RE: PROPOSAL TO PROVIDE STRUCTURAL ENGINEERING SERVICES FOR THE BROOKSIDE ELEMENTARY SCHOOL SHADE STRUCTURE MODIFICATION PROJECT FOR OAK PARK USD

Dear Martin,

Welsh Structures, Inc. (WSI) is pleased to submit our proposal regarding the above-referenced project.

I. PROJECT DESCRIPTION

The proposed project is, acting as Structural Engineer of Record, to provide structural engineering design review and DSA processing and coordination for the raising up by 3'-6" of two (2) separate existing shade structures at the Brookside Elementary School site in Oak Park. The shade structures were manufactured by USA Shade & Fabric Structures ("USA Shade") and USA Shade will be providing the design of the new splice connections that are to be reviewed by WSI. This proposal is based on a series of emails, phone calls and plans transmitted to WSI, dating from April 13, 2016 to the present. All designs will be done in accordance with the 2013 CBC, 7-10 ASCE and any local governing codes. The structures shall be designed in accordance with the recommendations of a geotechnical report prepared by others to be provided to WSI.

This project, according to emails from DSA, will only need to be processed through Structural Safety. Fire Life Safety and Access will not be reviewing this modification.

II. SCOPE OF SERVICES

Our scope of services shall consist of the following:

- A. Review USA Shade's complete structural calculations, modified PC drawings and column splice detail.
- B. Revise and augment plans prepared by prior Architect of Record, Main Street Architects + Planners Inc. ("Main Street"), and after inserting new drawings to be provided by US Shade, incorporate with structural calculations, fill out all necessary DSA forms and submit to DSA for permit processing.

- C. Coordinate with the design team and respond to plan check comments to obtain permit. Attend meeting at DSA for plan check.
- D. During the construction phase, provide a site observation, respond to RFI's and prepare DSA construction close-out forms.

III. FEES

- A. Our billing for the above mentioned scope of services shall be based on a fixed fee of \$6,500.00 (Six Thousand Five Hundred Dollars).
- B. We shall invoice you monthly for fees and expenses and your payments shall be due within thirty (30) days of receipt of our invoice and or receipt of payment from your client.
- C. Expenses
 - 1. The following expenses are included in the basic fee:
 - a. Prints for WSI's internal office work.
 - b. Reproducible drawings and specifications of final Contract Documents prepared under this Agreement.
 - c. Computer cost and CAD utilization necessary for basic analysis and design.
 - d. Photographs, reproductions, courier service, and express mail.
 - e. Travel and related expenses.
 - 2. The following expenses are excluded from, and in addition to, the basic fee and shall be billed at cost plus 10%:
 - a. Consultants for laboratory testing and evaluation of materials.
 - b. Plots & Copies for public bid purposes.
 - c. Fees and expenses for securing approvals of governing authorities, including expediter fees.

IV. ADDITIONAL SERVICES

The following services are not included in the scope of services of this Agreement and are not included in the basic fee. If authorized by Client, WSI will perform the following additional services computed on the basis of the standard billing rates shown in the attached Schedule of Fees:

- A. Providing professional consulting services relative to work which is outside the scope of our work necessary for this project.

Martin Klauss

RE: PROPOSAL TO PROVIDE STRUCTURAL ENGINEERING SERVICES FOR THE BROOKSIDE
ELEMENTARY SCHOOL SHADE STRUCTURE MODIFICATION PROJECT FOR OAK PARK USD
May 16, 2016 Page 3 of 3

- B. Providing services necessary due to project changes, including, but not limited to, changes in scope, design, size, complexity, Owner's schedule, or the character of construction.
- C. Providing full-time observation or controlled inspection of the work.
- D. Serving as an expert witness or consultant or subpoenaed witness in connection with any public or private hearing, arbitration, or legal proceeding.
- E. As-built drawings.

V. STANDARD CONDITIONS

Welsh Structures, Inc. (WSI) Standard Conditions, which are attached hereto, are hereby made a part of this agreement.

We thank you for your consideration of our proposal and look forward to the opportunity to be of service to your office and staff.

If the above is acceptable to you, please sign and return this Agreement.

Very truly yours,

WELSH STRUCTURES, INC.



Stephanie Welsh, S.E.
President

ACCEPTED BY:

OAK PARK UNIFIED SCHOOL DISTRICT

BY: _____

DATE: _____

Via Email: MKlauss@oakparkusd.org

May 17, 2016

Mr. Martin Klauss

Assistant Superintendent Business & Administrative Services

Oak Park Unified School District

5801 E. Conifer Street

Oak Park, Ca 91377

RE: PROPOSAL TO PROVIDE STRUCTURAL ENGINEERING SERVICES FOR THE OAK HILLS ELEMENTARY SCHOOL SHADE STRUCTURE MODIFICATION PROJECT FOR OAK PARK USD

Dear Martin,

Welsh Structures, Inc. (WSI) is pleased to submit our proposal regarding the above-referenced project.

I. PROJECT DESCRIPTION

The proposed project is, acting as Structural Engineer of Record, to provide structural engineering design review and DSA processing and coordination for the raising up by 3'-6" of a single existing shade structure at the Oak Hills Elementary School site in Oak Park. The shade structure was manufactured by USA Shade & Fabric Structures ("USA Shade") and USA Shade will be providing the design of the new splice connections that are to be reviewed by WSI. This proposal is based on a series of emails, phone calls and plans transmitted to WSI, dating from April 13, 2016 to the present. All designs will be done in accordance with the 2013 CBC, 7-10 ASCE and any local governing codes. The structure shall be designed in accordance with the recommendations of a geotechnical report prepared by others to be provided to WSI.

This project, according to emails from DSA, will only need to be processed through Structural Safety. Fire Life Safety and Access will not be reviewing this modification.

II. SCOPE OF SERVICES

Our scope of services shall consist of the following:

- A. Review USA Shade's complete structural calculations, modified PC drawings and column splice detail.
- B. Revise and augment plans prepared by prior Architect of Record, Main Street Architects + Planners Inc. ("Main Street"), and after inserting new drawings to be provided by US Shade, incorporate with structural calculations, fill out all necessary DSA forms and submit to DSA for permit processing.

- C. Coordinate with the design team and respond to plan check comments to obtain permit. Attend meeting at DSA for plan check.
- D. During the construction phase, provide a site observation, respond to RFI's and prepare DSA construction close-out forms.

III. **FEES**

- A. Our billing for the above mentioned scope of services shall be based on a fixed fee of \$6,500.00 (Six Thousand Five Hundred Dollars).
- B. We shall invoice you monthly for fees and expenses and your payments shall be due within thirty (30) days of receipt of our invoice and or receipt of payment from your client.
- C. Expenses
 - 1. The following expenses are included in the basic fee:
 - a. Prints for WSI's internal office work.
 - b. Reproducible drawings and specifications of final Contract Documents prepared under this Agreement.
 - c. Computer cost and CAD utilization necessary for basic analysis and design.
 - d. Photographs, reproductions, courier service, and express mail.
 - e. Travel and related expenses.
 - 2. The following expenses are excluded from, and in addition to, the basic fee and shall be billed at cost plus 10%:
 - a. Consultants for laboratory testing and evaluation of materials.
 - b. Plots & Copies for public bid purposes.
 - c. Fees and expenses for securing approvals of governing authorities, including expeditor fees.

IV. **ADDITIONAL SERVICES**

The following services are not included in the scope of services of this Agreement and are not included in the basic fee. If authorized by Client, WSI will perform the following additional services computed on the basis of the standard billing rates shown in the attached Schedule of Fees:

- A. Providing professional consulting services relative to work which is outside the scope of our work necessary for this project.

Martin Klauss

RE: PROPOSAL TO PROVIDE STRUCTURAL ENGINEERING SERVICES FOR THE OAK HILLS
ELEMENTARY SCHOOL SHADE STRUCTURE MODIFICATION PROJECT FOR OAK PARK USD
May 17, 2016 Page 3 of 3

- B. Providing services necessary due to project changes, including, but not limited to, changes in scope, design, size, complexity, Owner's schedule, or the character of construction.
- C. Providing full-time observation or controlled inspection of the work.
- D. Serving as an expert witness or consultant or subpoenaed witness in connection with any public or private hearing, arbitration, or legal proceeding.
- E. As-built drawings.

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We thank you for your consideration of our proposal and look forward to the opportunity to be of service to your office and staff.

If the above is acceptable to you, please sign and return this Agreement.

Very truly yours,

WELSH STRUCTURES, INC.



Stephanie Welsh, S.E.
President

ACCEPTED BY:

OAK PARK UNIFIED SCHOOL DISTRICT

BY: _____

DATE: _____

Via Email: MKlauss@oakparkusd.org

May 17, 2016

Mr. Martin Klauss

Assistant Superintendent Business & Administrative Services

Oak Park Unified School District

5801 E. Conifer Street

Oak Park, Ca 91377

RE: PROPOSAL TO PROVIDE STRUCTURAL ENGINEERING SERVICES FOR THE RED OAK ELEMENTARY SCHOOL SHADE STRUCTURE MODIFICATION PROJECT FOR OAK PARK USD

Dear Martin,

Welsh Structures, Inc. (WSI) is pleased to submit our proposal regarding the above-referenced project.

I. PROJECT DESCRIPTION

The proposed project is, acting as Structural Engineer of Record, to provide structural engineering design review and DSA processing and coordination for the raising up by 3'-6" of a single existing shade structure at the Red Oak Elementary School site in Oak Park. The shade structure was manufactured by USA Shade & Fabric Structures ("USA Shade") and USA Shade will be providing the design of the new splice connections that are to be reviewed by WSI. This proposal is based on a series of emails, phone calls and plans transmitted to WSI, dating from April 13, 2016 to the present. All designs will be done in accordance with the 2013 CBC, 7-10 ASCE and any local governing codes. The structure shall be designed in accordance with the recommendations of a geotechnical report prepared by others to be provided to WSI.

This project, according to emails from DSA, will only need to be processed through Structural Safety. Fire Life Safety and Access will not be reviewing this modification.

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Our scope of services shall consist of the following:

- A. Review USA Shade's complete structural calculations, modified PC drawings and column splice detail.
- B. Revise and augment plans prepared by prior Architect of Record, Main Street Architects + Planners Inc. ("Main Street"), and after inserting new drawings to be provided by US Shade, incorporate with structural calculations, fill out all necessary DSA forms and submit to DSA for permit processing.

- C. Coordinate with the design team and respond to plan check comments to obtain permit. Attend meeting at DSA for plan check.
- D. During the construction phase, provide a site observation, respond to RFI's and prepare DSA construction close-out forms.

III. FEES

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 - a. Prints for WSI's internal office work.
 - b. Reproducible drawings and specifications of final Contract Documents prepared under this Agreement.
 - c. Computer cost and CAD utilization necessary for basic analysis and design.
 - d. Photographs, reproductions, courier service, and express mail.
 - e. Travel and related expenses.
 - 2. The following expenses are excluded from, and in addition to, the basic fee and shall be billed at cost plus 10%:
 - a. Consultants for laboratory testing and evaluation of materials.
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- A. Providing professional consulting services relative to work which is outside the scope of our work necessary for this project.

Martin Klauss

RE: PROPOSAL TO PROVIDE STRUCTURAL ENGINEERING SERVICES FOR THE RED OAK
ELEMENTARY SCHOOL SHADE STRUCTURE MODIFICATION PROJECT FOR OAK PARK USD
May 17, 2016 Page 3 of 3

- B. Providing services necessary due to project changes, including, but not limited to, changes in scope, design, size, complexity, Owner's schedule, or the character of construction.
- C. Providing full-time observation or controlled inspection of the work.
- D. Serving as an expert witness or consultant or subpoenaed witness in connection with any public or private hearing, arbitration, or legal proceeding.
- E. As-built drawings.

V. STANDARD CONDITIONS

Welsh Structures, Inc. (WSI) Standard Conditions, which are attached hereto, are hereby made a part of this agreement.

We thank you for your consideration of our proposal and look forward to the opportunity to be of service to your office and staff.

If the above is acceptable to you, please sign and return this Agreement.

Very truly yours,

WELSH STRUCTURES, INC.



Stephanie Welsh, S.E.
President

ACCEPTED BY:

OAK PARK UNIFIED SCHOOL DISTRICT

BY: _____

DATE: _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.c. APPROVE NOTICE OF COMPLETION, PROJECT 15-02R, SHADE SAIL STRUCTURES AT ALL DISTRICT ELEMENTARY SCHOOLS, PHASE 2

CONSENT

ISSUE: Shall the Board approve a notice of completion for Project 15-02R, Shade Sail Structures at all District Elementary Schools, Phase 2, contracted with USA Shade & Fabric Structures?

BACKGROUND: On April 21, 2015, the District entered into a contract USA Shade & Fabric Structures of Dallas, Texas, for Project 15-02R, Shade Sail Structures at all District Elementary Schools. In November 2015, the Board approved the Notice of Completion for Phase 1, the initial installation. The Board also authorized Phase 2 of the project, raising the shade sails by 3½ feet for safety reasons.

The work of Phase 2 is now complete, and the District’s staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

- ALTERNATIVES:**
1. Approve the Notice of Completion for Project 15-02R, Shade Sail Structures at all District Elementary Schools, Phase 2, contracted with USA Shade & Fabric Structures.
 2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Brookside Elementary School, 165 N. Satinwood Avenue, Oak Park, CA 91377; Oak Hills Elementary School, 1010 N. Kanan Road, Oak Park, CA 91377; Red Oak Elementary School, 4857 Rockfield Street, Oak Park, CA 91377

That on or about April 21, 2015 the said Oak Park Unified School District of Ventura County entered into a contract with USA Shade & Fabric Structures, of Dallas, Texas, for Project 15-02R, Shade Sail Structures at all District Elementary Schools, Phase 2 on certain real property hereinbefore described: that said building and improvements were actually completed on October 18, 2016: that the address of said Oak Park Unified School District is 5801 E. Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT
By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
**SUBJECT: B.2.d. APPROVE PROPOSITION 39 GRANT PROJECT 16-09F,
DISTRICTWIDE INTERIOR LIGHTING RETROFIT**

ACTION

ISSUE: Shall the Board approve Project 16-09F, Districtwide Interior Lighting Retrofit, funded from Proposition 39 energy funding grant and Southern California Edison (SCE) rebates?

BACKGROUND: Project 16-09F is a districtwide interior lighting retrofit project that will be fully funded by the Proposition 39 energy funding grant, and is eligible for more than \$40,000 in rebates from SCE. Using existing fixtures and ballasts, the project will upgrade classroom lighting to T-8 LED lamps that will provide reduced energy consumption for the foreseeable future. The estimated annual energy savings is projected at 242,935 kWh, resulting in an annual cost savings \$47,418. The project has a return on investment of 3 years. The District is working with Regency Enterprises, who is providing the lamps and SCE rebate, and Lux Solutions, who will provide the labor, installation, and disposal of the lamps. The respective proposals of the contractors accompany this recommendation for the Board's consideration. The project in summary:

Regency: T-8 Lamps	\$113,673
Less: SCE Rebate	- \$43,304
Lux: Labor Cost:	<u>\$89,802</u>
Net Project Cost:	\$160,171
Proposition 39 Grant Funding:	\$160,171

The project must be completed not later than December 31, 2016 in order to receive the SCE rebate. Both the staff and the contractors are confident the schedule can be met. This project is included in the Facility Master Plan approved at the Board's September meeting.

ALTERNATIVES:

1. Approve Project 16-09F, Districtwide Interior Lighting Retrofit, and ratify acceptance of the attached proposals received from Regency Enterprises and Lux Solutions for this project.
2. Do not approve Project 16-09F or ratify acceptance of the proposals.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

BOARD MEETING, OCTOBER 18, 2016
Approve Proposition 39 Grant Project 16-09F,
Districtwide Interior Lighting Retrofit
Page 2

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

PROJECT QUOTATION: OAK PARK UNIFIED SCHOOL DISTRICT



9261 Jordan Ave. Chatsworth, California 91311
 PH: (800)-284-2024 | W: www.regencylighting.com

Customer: Oak Park Unified School District
 Job Name: LED T8 retrofit :: SCE rebate
 Location: Oak Park, CA
 Date: 9/12/2016
 Quote Exp: 10/12/2016
 Quoted By: Tad Mehringer
 Phone: 800-284-2024 ext. 4470
 Fax: 818-909-0118
 Email: tad.mehringer@regencylighting.com

Type (Existing):	Recommended LED swap	Description:	Manuf.:	Qty.:	Price \$:	Extended \$:	Notes:
Brookside Elementary: Existing fluorescent T8s	Sylvania LED15T8/L48/DIM/841/SUB/G6	4ft SubSTITUTE LED T8, Dimmable, frosted glass, 15.5W, 82CRI, 2200 Lumen, 4100K, 50,000 lfe	Sylvania	1674	\$10.50	\$ 17,577.00	Five Year Warranty
District Office/Oak View High School Existing fluorescent T8s	Sylvania LED15T8/L48/DIM/841/SUB/G6	4ft SubSTITUTE LED T8, Dimmable, frosted glass, 15.5W, 82CRI, 2200 Lumen, 4100K, 50,000 lfe	Sylvania	580	\$10.50	\$ 6,090.00	Five Year Warranty
Medea Creek Elementary: Existing fluorescent T8s	Sylvania LED15T8/L48/DIM/841/SUB/G6	4ft SubSTITUTE LED T8, Dimmable, frosted glass, 15.5W, 82CRI, 2200 Lumen, 4100K, 50,000 lfe	Sylvania	2470	\$10.50	\$ 25,935.00	Five Year Warranty
Oak Hills Elementary: Existing fluorescent T8s	Sylvania LED15T8/L48/DIM/841/SUB/G6	4ft SubSTITUTE LED T8, Dimmable, frosted glass, 15.5W, 82CRI, 2200 Lumen, 4100K, 50,000 lfe	Sylvania	1037	\$10.50	\$ 10,898.50	Five Year Warranty
Oak Park High School : Existing Fluorescent T8s	Sylvania LED15T8/L48/DIM/841/SUB/G6	4ft SubSTITUTE LED T8, Dimmable, frosted glass, 15.5W, 82CRI, 2200 Lumen, 4100K, 50,000 lfe	Sylvania	3174	\$10.50	\$ 33,327.00	Five Year Warranty
Red Oak Elementary: Existing fluorescent T8s	Sylvania LED15T8/L48/DIM/841/SUB/G6	4ft SubSTITUTE LED T8, Dimmable, frosted glass, 15.5W, 82CRI, 2200 Lumen, 4100K, 50,000 lfe	Sylvania	1891	\$10.50	\$ 19,855.50	Five Year Warranty
					Project SubTotal	\$ 113,673.00	
					SCE Rebate	\$ (43,304.00)	
					Subtotal w/ Tax	\$ 78,994.48	Full Project Sales Tax Applies
					Annual Energy Savings	\$47,417.88	Based on 8 hours a day burn time
					Project ROI In years	1.66	

Project Notes:

All custom and made to order items are non-returnable **All returnable items may carry up to a 50% restock fee**
 Tax reflected below based on Ventura County tax rate (.075) **Freight is included and is reflected in the total below**
 Estimated freight charges are based on standard ground rates. Expedited shipping, special receiving instructions, and other changes to delivery methods may result in additional freight charges.
 Lamp prices subject to change at the 15th and 30th of every month due to current market volatility.
 Regency Lighting must be notified within 96 hours of any damaged/defective products in order to accept return.

Financial Summary:	
Subtotal	\$ 70,369.00
Tax	\$ 8,525.48 Tax Rate 7.50%
Freight	No Freight Charges
Grand Total	\$ 78,994.48



Quotation

Date	September 23, 2016
Valid Until	October 15, 2016
Quote ID	20160912-Brookside
Payment Terms	NET20

Customer:

Regency Lighting – Tad Mehringer
Oak Park USD

Quote/Project Description

Labor only quote to replace T8 fluorescent lamps with T8 LED lamps.

Description	Line Total
Labor to Replace 1,674 T8 Fluorescent Lamps with LED T8 Lamps (see counts by location below)	\$ 13,224.60
- Remove existing fluorescent lamps from troffers	
- Install new fluorescent lamps	
- Confirm existing lamps are operating correctly	
- Recycle old fluorescent lamps	
Note: Cost for Labor & Payment and Performance Bonds to be included at Cost + 5%	
Note: Quote does not include retrofit/replacement of any ballasts. Any ballast outages can be replaced for a flat fee of \$65/ballast and \$95/emergency ballast. Costs include all labor, materials, tax, and recycling	
Replacement of any T8 Sockets will be done at a flat fee of \$14/socket for labor and materials	

Special Notes and Instructions

Quote is limited to items specified above, any change to the scope of the project may incur additional costs. Installation will be scheduled around facility manager's operating schedule to avoid impacting existing operations as much as possible.

Subtotal	\$ 13,224.60
	N/A
Total	\$ 13,224.60

Above information is not an invoice and only an estimate of services/goods described above.
Payment will be in accordance with the terms described above

Please confirm your acceptance of this quote by signing this document

Signature

Print Name

Date

Thank you for your business!

JohnDavid Thompson – johndavid@luxsolutions.us – 818.934.2480



Quotation

Date	September 23, 2016
Valid Until	October 15, 2016
Quote ID	20160912-Oak Hills
Payment Terms	NET20

Customer:

Regency Lighting – Tad Mehringer
Oak Park USD

Quote/Project Description

Labor only quote to replace T8 fluorescent lamps with T8 LED lamps.

Description	Line Total
Labor to Replace 1037 T8 Fluorescent Lamps with LED T8 Lamps (see counts by location below)	\$ 8,192.30
- Remove existing fluorescent lamps from troffers	
- Install new fluorescent lamps	
- Confirm existing lamps are operating correctly	
- Recycle old fluorescent lamps	
Note: Cost for Labor & Payment and Performance Bonds to be included at Cost + 5%	
Note: Quote does not include retrofit/replacement of any ballasts. Any ballast outages can be replaced for a flat fee of \$65/ballast and \$95/emergency ballast. Costs include all labor, materials, tax, and recycling	
Replacement of any T8 Sockets will be done at a flat fee of \$14/socket for labor and materials	

Special Notes and Instructions

Quote is limited to items specified above, any change to the scope of the project may incur additional costs. Installation will be scheduled around facility manager's operating schedule to avoid impacting existing operations as much as possible.

Subtotal	\$ 8,192.30
	N/A
Total	\$ 8,192.30

Above information is not an invoice and only an estimate of services/goods described above.
Payment will be in accordance with the terms described above

Please confirm your acceptance of this quote by signing this document

Signature

Print Name

Date

Thank you for your business!

JohnDavid Thompson – johndavid@luxsolutions.us – 818.934.2480



Quotation

Date	September 23, 2016
Valid Until	October 15, 2016
Quote ID	20160912-Red Oak
Payment Terms	NET20

Customer:

Regency Lighting – Tad Mehringer
Oak Park USD

Quote/Project Description

Labor only quote to replace T8 fluorescent lamps with T8 LED lamps.

Description	Line Total
Labor to Replace 1,891 T8 Fluorescent Lamps with LED T8 Lamps (see counts by location below)	\$ 14,938.90
- Remove existing fluorescent lamps from troffers	
- Install new fluorescent lamps	
- Confirm existing lamps are operating correctly	
- Recycle old fluorescent lamps	
Note: Cost for Labor & Payment and Performance Bonds to be included at Cost + 5%	
Note: Quote does not include retrofit/replacement of any ballasts. Any ballast outages can be replaced for a flat fee of \$65/ballast and \$95/emergency ballast. Costs include all labor, materials, tax, and recycling	
Replacement of any T8 Sockets will be done at a flat fee of \$14/socket for labor and materials	

Special Notes and Instructions

Quote is limited to items specified above, any change to the scope of the project may incur additional costs. Installation will be scheduled around facility manager's operating schedule to avoid impacting existing operations as much as possible.

Subtotal	\$ 14,938.90
	N/A
Total	\$ 14,938.90

Above information is not an invoice and only an estimate of services/goods described above.
Payment will be in accordance with the terms described above

Please confirm your acceptance of this quote by signing this document

Signature

Print Name

Date

Thank you for your business!

JohnDavid Thompson – johndavid@luxsolutions.us – 818.934.2480



Quotation

Date	September 23, 2016
Valid Until	October 15, 2016
Quote ID	20160912-Medea Creek
Payment Terms	NET20

Customer:

Regency Lighting – Tad Mehringer
Oak Park USD

Quote/Project Description

Labor only quote to replace T8 fluorescent lamps with T8 LED lamps.

Description	Line Total
Labor to Replace 2,470 T8 Fluorescent Lamps with LED T8 Lamps (see counts by location below)	\$ 19,513.00
- Remove existing fluorescent lamps from troffers	
- Install new fluorescent lamps	
- Confirm existing lamps are operating correctly	
- Recycle old fluorescent lamps	
Note: Cost for Labor & Payment and Performance Bonds to be included at Cost + 5%	
Note: Quote does not include retrofit/replacement of any ballasts. Any ballast outages can be replaced for a flat fee of \$65/ballast and \$95/emergency ballast. Costs include all labor, materials, tax, and recycling	
Replacement of any T8 Sockets will be done at a flat fee of \$14/socket for labor and materials	

Special Notes and Instructions

Quote is limited to items specified above, any change to the scope of the project may incur additional costs. Installation will be scheduled around facility manager's operating schedule to avoid impacting existing operations as much as possible.

Subtotal	\$ 19,513.00
	N/A
Total	\$ 19,513.00

Above information is not an invoice and only an estimate of services/goods described above.
Payment will be in accordance with the terms described above

Please confirm your acceptance of this quote by signing this document

Signature

Print Name

Date

Thank you for your business!

JohnDavid Thompson – johndavid@luxsolutions.us – 818.934.2480



Quotation

Date	September 23, 2016
Valid Until	October 15, 2016
Quote ID	20160912-Oak Park HS
Payment Terms	NET20

Customer:

Regency Lighting – Tad Mehringer
Oak Park USD

Quote/Project Description

Labor only quote to replace T8 fluorescent lamps with T8 LED lamps.

Description	Line Total
Labor to Replace 3,174 T8 Fluorescent Lamps with LED T8 Lamps (see counts by location below)	\$ 25,074.60
- Remove existing fluorescent lamps from troffers	
- Install new fluorescent lamps	
- Confirm existing lamps are operating correctly	
- Recycle old fluorescent lamps	
Note: Cost for Labor & Payment and Performance Bonds to be included at Cost + 5%	
Note: Quote does not include retrofit/replacement of any ballasts. Any ballast outages can be replaced for a flat fee of \$65/ballast and \$95/emergency ballast. Costs include all labor, materials, tax, and recycling	
Replacement of any T8 Sockets will be done at a flat fee of \$14/socket for labor and materials	

Special Notes and Instructions

Quote is limited to items specified above, any change to the scope of the project may incur additional costs. Installation will be scheduled around facility manager's operating schedule to avoid impacting existing operations as much as possible.

Subtotal	\$ 25,074.60
	N/A
Total	\$ 25,074.60

Above information is not an invoice and only an estimate of services/goods described above.
Payment will be in accordance with the terms described above

Please confirm your acceptance of this quote by signing this document

Signature

Print Name

Date

Thank you for your business!

JohnDavid Thompson – johndavid@luxsolutions.us – 818.934.2480



Quotation

Date	September 23, 2016
Valid Until	October 15, 2016
Quote ID	20160912-District & Oak View HS
Payment Terms	NET20

Customer:

Regency Lighting – Tad Mehringer
Oak Park USD

Quote/Project Description

Labor only quote to replace T8 fluorescent lamps with T8 LED lamps.

Description	Line Total
Labor to Replace 580 T8 Fluorescent Lamps with LED T8 Lamps (see counts by location below)	\$ 2,204.00
- Remove existing fluorescent lamps from troffers	
- Install new fluorescent lamps	
- Confirm existing lamps are operating correctly	
- Recycle old fluorescent lamps	
Note: Cost for Labor & Payment and Performance Bonds to be included at Cost + 5%	
Note: Quote does not include retrofit/replacement of any ballasts. Any ballast outages can be replaced for a flat fee of \$65/ballast and \$95/emergency ballast. Costs include all labor, materials, tax, and recycling	
Replacement of any T8 Sockets will be done at a flat fee of \$14/socket for labor and materials	

Special Notes and Instructions

Quote is limited to items specified above, any change to the scope of the project may incur additional costs. Installation will be scheduled around facility manager's operating schedule to avoid impacting existing operations as much as possible.

Subtotal	\$ 4,582.00
	N/A
Total	\$ 4,582.00

Above information is not an invoice and only an estimate of services/goods described above.
Payment will be in accordance with the terms described above

Please confirm your acceptance of this quote by signing this document

Signature

Print Name

Date

Thank you for your business!

JohnDavid Thompson – johndavid@luxsolutions.us – 818.934.2480

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
**SUBJECT: B.2.e. APPROVE MEASURE C6 BOND FUND EQUIPMENT PURCHASE –
CLASSROOM TECHNOLOGY EQUIPMENT FOR 2016-17 SCHOOL YEAR**

ACTION

ISSUE: Shall the Board approve the purchase of technology equipment, consistent with the board-approved technology plans and as recommended by the OPUSD Technology Committee, utilizing Measure C6 bond funds?

BACKGROUND: The Board-approved Technology Roadmap, Three-Year Technology Plan, and Needs Assessment Report collectively outline the District's plan for technology initiatives and equipment acquisition. At its monthly meeting the Technology Committee reviewed these guiding documents and the following requests received from school sites to address pressing technology needs. After careful consideration, the Committee recommends the Board's approval for the purchase of the following classroom technology equipment, to be funded from the Measure C6 bond fund:

1. MCMS Science Department Chromebook Carts - Requesting two additional Chromebook Carts for the dedicated use of the Science Department to implementing the Next Generation Science Standards (NGSS) this year. There are no curricular materials available to pilot or adopt, and there will not be for several years. Therefore, the teachers are creating units with materials they access online and that utilize applications available on Google Classroom or other programs. In class research, lab work, work compilations and writings all need to be available to the Science classrooms; estimated cost of \$28,000.
2. 1-to-1 Chromebook Take-home Pilot - Fifth grade classes at one of the elementary schools will be chosen to pilot a take home 1-to-1 Chromebook program as the district's first attempt to explore what such a program would entail and how best to structure and manage a program, These two sets of Chromebooks will be added to an existing Chromebook cart at one elementary schools so that the entire grade level at that school site can participate together in the pilot as a cohort; estimated cost \$25,200.
3. iTouches for Google Cardboard – Requesting one class set of iPod Touches (40 devices) and associated Google Cardboard VR viewing glasses and a traveling tote with USB chargers to house them in. To be used districtwide for conducting virtual fieldtrips. Teachers can lead immersive 3D virtual reality field trips using Google Expedition software and Google Cardboard 3D glasses paired with iPod Touches; estimated cost \$15,000.

ALTERNATIVES:

1. Approve the purchase of technology equipment as specified above, in the amount of \$68,200, plus applicable sales tax and shipping, to be funded from the Measure C6 bond fund.
2. Do not approve the purchase of technology equipment.

BOARD MEETING, OCTOBER 18, 2016
Approve Measure C6 Bond Fund Equipment Purchase –
Classroom Technology Equipment for 2016-17 School Year
Page 2

RECOMMENDATION: Alternative No. 1

Prepared by: Enoch Kwok, Director, Educational Technology and Information Systems
Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Technology Resource Request Form – Chromebook Carts for MCMS Science Dept.

Make your own Copy before filling this out and sending a copy to ekwok@opusd.org

The following form should be completed by a site or district level administrator and submitted to the District Technology Committee to request the expenditures of district funds (not site based funds) to purchase new technology equipment, software, or services to be used at their school site. This form may be submitted via email to the district's Director of Technology and will be brought forward to the next Tech Committee meeting for discussion. The Tech Committee may vote to forward the request to the governing board with its recommendation for approval, request further information or modifications of the proposal, or decline to support the request. Teachers with ideas for technology acquisition will need to work with their site principals to submit their request using this form.

1) Name of Administrator: Brad Benioff

2) Date Request Submitted: Sept. 15, 2016

3) Describe specific equipment and or software/service requested (include quantities):

MCMS is requesting **two additional Chromebook Carts** for the dedicated use of the Science Department. While there has been a huge implementation of carts for the Language Arts classes to pilot/implement the online curriculum, the Science Department is sharing an average of two carts between nine teachers.

4) Describe the program(s), grade levels, students, etc. impacted by this technology acquisition and how it will be used to enhance instruction.

The MCMS Science Department is implementing the Next Generation Science Standards (NGSS) this year. There are no curricular materials available to pilot or adopt, and there will not be for several years. Therefore, the teachers are creating units with materials they access online and that utilize applications available on Google Classroom or other programs. In class research, labwork, work compilations and writings all need to be available to the Science classrooms.

5) Describe any pre-existing resources, technologies, that this technology will replace, refresh, or augment.

Currently, there are nine teachers sharing an available two Chromebook carts, meaning they do not have access for multiple days to complete a lab or lesson. Having a dedicated cart to each of the 7th and the 8th grade teachers would allow a rotation of the carts to complete these labs or assignments.

6) Provide an estimate of the total cost of acquiring this technology resource.

2 x \$14,000 each cart = \$28,000 total

7) Identify who will be responsible to manage and take care of this equipment once it is received and put into operation.

The carts and scheduling will be with the Science Department Chair.

8) What is the requested time frame for acquiring these resources?

As soon as possible. Many of the assignments are already being implemented, but somewhat limited by the scarce availability of the carts.

Technology Resource Request Form - 1-to-1 Chromebook Takehome Pilot
Make your own Copy before filling this out and sending a copy to ekwok@opusd.org

The following form should be completed by a site or district level administrator and submitted to the District Technology Committee to request the expenditures of district funds (not site based funds) to purchase new technology equipment, software, or services to be used at their school site. This form may be submitted via email to the district's Director of Technology and will be brought forward to the next Tech Committee meeting for discussion. The Tech Committee may vote to forward the request to the governing board with its recommendation for approval, request further information or modifications of the proposal, or decline to support the request. Teachers with ideas for technology acquisition will need to work with their site principals to submit their request using this form.

1) Name of Administrator: Jay Greenlinger, Director of Curriculum and Instruction

2) Date Submitted: Sept 28, 2016

3) Describe specific equipment and or software/service requested (include quantities):

72 Dell Chromebooks

4) Describe the program(s), grade levels, students, etc. impacted by this technology acquisition and how it will be used to enhance instruction.

5th grade classes at one of the elementary schools will be chosen to pilot a take home 1-to-1 Chromebook program as the district's first attempt to explore what such a program would entail and how best to structure and manage a program.

5) Describe any pre-existing resources, technologies, that this technology will replace, refresh, or augment.

These two sets of Chromebooks will be added to an existing Chromebook cart at one elementary schools so that the entire grade level at that school site can participate together in the pilot as a cohort.

6) Provide an estimate of the total cost of acquiring this technology resource.

$72 \times \$350 = \$25,200$

7) Identify who will be responsible to manage and take care of this equipment once it is received and put into operation.

5th grade classroom teachers at the piloting school will distribute the chromebooks to their students and oversee the use and care of the equipment

8) What is the requested time frame for acquiring these resources ?

October - November 2016

Technology Resource Request Form - iTouches for Google Cardboard

Make your own Copy before filling this out and sending a copy to ekwok@opusd.org

The following form should be completed by a site or district level administrator and submitted to the District Technology Committee to request the expenditures of district funds (not site based funds) to purchase new technology equipment, software, or services to be used at their school site. This form may be submitted via email to the district's Director of Technology and will be brought forward to the next Tech Committee meeting for discussion. The Tech Committee may vote to forward the request to the governing board with its recommendation for approval, request further information or modifications of the proposal, or decline to support the request. Teachers with ideas for technology acquisition will need to work with their site principals to submit their request using this form.

1) Name of Administrator: Enoch Kwok, Director of Technology

2) Date Submitted: Sept. 28, 2016

3) Describe specific equipment and or software/service requested (include quantities):

One class set of iPod Touches (40 devices) and associated Google Cardboard VR viewing glasses and a traveling tote with USB chargers to house them in.

4) Describe the program(s), grade levels, students, etc. impacted by this technology acquisition and how it will be used to enhance instruction.

To be used districtwide for conducting virtual fieldtrips. Teachers can lead immersive 3D virtual reality field trips using Google Expedition software and Google Cardboard 3D glasses paired with iPod Touches.

5) Describe any pre-existing resources, technologies, that this technology will replace, refresh, or augment.

District has investigated Google Cardboard last year on personal Android devices, but Google has just released Google Expeditions for iOS devices. They work with iPod Touches.

6) Provide an estimate of the total cost of acquiring this technology resource.

40 x \$350 per iPod Touch = \$14,000
iPod Touch cases and carrying Tote plus chargers = \$1000
Total cost \$15,000

7) Identify who will be responsible to manage and take care of this equipment once it is received and put into operation.

Tech TOSAs will manage the Tote and check it out to teachers and assist them in conducting virtual field trips.

8) What is the requested time frame for acquiring these resources ?

October-November 2016 - wait to see if Apple releases a new version of the iPod Touch in time for the holiday season.

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

**SUBJECT: B.2.f. APPROVE MEASURE C6 BOND FUND EQUIPMENT PURCHASE
CLASSROOM FURNITURE AND EQUIPMENT FOR 2016-17 SCHOOL YEAR**

ACTION

ISSUE: Shall the Board approve the purchase of school furniture and equipment for various school sites utilizing Measure C6 bond funds?

BACKGROUND: As approved by Oak Park voters, Bond Measure C6 specifically provides for replacement of “aging school equipment and furnishings, and...replacing aging student desks and chairs”. For the 2016-17 school year, each of the District’s schools identified aging student furniture and equipment in need of replacement. The replacement furniture and equipment is identified on the accompanying list, including the estimated cost of \$53,627, plus shipping and sales tax as appropriate. It is recommended that the Board approve the purchase, to be funded from the Measure C6 bond fund.

- ALTERNATIVES:**
1. Approve the purchase of school furniture and equipment for various school sites as recommended, in the amount of \$53,627, plus shipping and sales tax as appropriate, to be funded from the Measure C6 bond fund.
 2. Do not approve the purchase of school furniture and equipment.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

**Measure C6 Bond Fund Equipment Purchase
Classroom Furniture and Equipment for 2016-17 School Year**

SCHOOL SITE/LOCATION/PROGRAM	QTY	ITEM DESCRIPTION	UNIT PRICE	EXTENDED PRICE (Before tax/shipping)
BROOKSIDE ELEMENTARY SCHOOL				
5th Grade	4	Bookcase-2 shelf 30x36	\$126.00	\$504.00
308	1	Bookcase-3 shelf 30x36	\$145.00	\$145.00
308	1	Classroom rug	\$284.00	\$284.00
312	1	Mobile Bookshelf/ double sided	\$174.00	\$174.00
RSP	6	Runtz Ball chairs	\$128.00	\$768.00
RSP	1	Horseshoe table	\$299.00	\$299.00
5th Grade	24	Lap trays	\$15.75	\$378.00
210	1	Adjustable desk	\$155.00	\$155.00
5th Grade	5	Hokki stools	\$65.00	\$325.00
5th Grade	4	Classroom rug	\$284.00	\$1,136.00
5th Grade	24	Runtz Ball chairs	\$128.00	\$3,072.00
5th Grade	16	Hokki stools	\$65.00	\$1,040.00
5th Grade	16	Standup desks	\$219.00	\$3,504.00
5th Grade	32	Seating disks	\$16.99	\$543.68
2nd Grade	4	Cabinets	\$317.45	\$1,269.80
2nd Grade (New)	1	Teacher desk	\$338.95	\$338.95
2nd Grade (New)	1	Teacher chair	\$168.00	\$168.00
2nd Grade (New)	1	Kidney shaped table	\$220.00	\$220.00
2nd Grade (New)	1	Bookcases-2 shelf 30x36	\$126.00	\$126.00
2nd Grade (New)	1	2-drawer lateral file cabinet	\$319.00	\$319.00
2nd Grade (New)	2	Cubbies for 28 students	\$230.00	\$460.00
2nd Grade (New)	30	16" student chair	\$30.50	\$2,877.00
SITE SUBTOTAL				\$18,106.43
LESS PTA DONATION				-\$6,000.00
SITE TOTAL REQUESTED FOR MEASURE C6 FUNDING				\$12,106.43
OAK HILLS ELEMENTARY SCHOOL				
5th Grade	15	48" Clover Table 4 student	\$179.00	\$2,685.00
Health Office	1	3.1 Cu Ft. Compact Refrigerator	\$298.00	\$298.00
2nd Grade	18	60" Flower Table 6 student	\$231.50	\$4,167.00
SITE TOTAL REQUESTED FOR MEASURE C6 FUNDING				\$7,150.00
RED OAK ELEMENTARY SCHOOL				
Lunch Area	2	6' Picnic Tables	\$537.00	\$1,074.00
C32	30	16" Chairs	\$32.00	\$960.00
C33	30	16" Chairs	\$32.00	\$960.00
C56 (New)	34	18" Chairs	\$33.56	\$1,141.04
D52	1	Magnetic White Board	\$598.50	\$598.50
C31	24	Hexagonal Desks w/Cubbies	\$139.50	\$3,348.00
C31	6	Hexagonal Desks w/Cubbies	\$139.50	\$837.00
C41 (Special Ed)	6	Node, Tripod Base Chair w/desk	\$345.00	\$2,070.00
SITE TOTAL REQUESTED FOR MEASURE C6 FUNDING				\$10,988.54
MEDEA CREEK MIDDLE SCHOOL				
D1, Tech Lab	15	Tech Tables 30"x36"	\$309.50	\$4,642.50
D1, Tech Lab	2	Tech Tables 24"x48"	\$239.00	\$478.00
Choir	100	Folding Chairs	\$20.10	\$2,010.00
Choir	2	Rack for folding chairs	\$350.00	\$700.00
SITE TOTAL REQUESTED FOR MEASURE C6 FUNDING				\$7,830.50
OAK VIEW HIGH SCHOOL				
101	14	Large Trapizoid	105	1470
101	11	Chairs w/ casters	\$29.80	\$327.80
101	2	Short Book cases	\$109.60	\$219.20
101	1	Tall Book Case	\$175.90	\$175.90
102	1	ALEPB532819LG 3 drawerMobile pedestal	\$185.00	\$185.00
102	1	ALELF3629LG Double Lateral metal File	\$298.00	\$298.00
102	8	SSS22VR900018 18" chair, w/o casters	\$30.00	\$240.00
102	8	SSS22VR900018 18" chair, w/casters	\$38.00	\$304.00
102	1	Adjustable desk	\$155.00	\$155.00
102	6	High back lab stools	\$67.50	\$405.00
102	8	Additional high back lab stools	\$67.50	\$540.00
103	1	Locking File	\$539.00	\$539.00
103	1	Adjustable desk	\$155.00	\$155.00
104	1	Locking Storage Cabinet	\$539.00	\$539.00
Counselor	1	2-drawer lateral file w/ shelf	\$439.00	\$439.00
Counselor	1	Table top bookcase	\$258.00	\$258.00
SITE TOTAL REQUESTED FOR MEASURE C6 FUNDING				\$6,249.90
OAK PARK INDEPENDENT SCHOOL				
R4	1	Bookcase	\$210.00	\$210.00
R1	4	Assembled Locking Storage shelf	\$349.00	\$1,396.00
R1	1	6' White Folding Tables	\$121.58	\$121.58
R1	8	Mesh back side chairs w/casters	\$129.00	\$1,032.00
R1	12	Mesh back side chairs w/casters	\$129.00	\$1,548.00
SITE TOTAL REQUESTED FOR MEASURE C6 FUNDING				\$4,307.58
OAK PARK HIGH SCHOOL				
H9	26	Extra Large backswivel glide	\$90.89	\$2,363.14
H9	26	Swivel	\$65.11	\$1,692.86
H9	2	48 x 24 , Epoxy Top	\$385.00	\$770.00
H9	1	Task Chair	\$168.00	\$168.00
SITE TOTAL REQUESTED FOR MEASURE C6 FUNDING				\$4,994.00
TOTAL REQUEST FOR ALL SITES FOR MEASURE C6 FUNDING				\$53,626.95

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.g. APPROVE MEASURE C6 BOND FUND EQUIPMENT PURCHASE MAINTENANCE AND OPERATIONS GROUNDS VEHICLE

ACTION

ISSUE: Shall the Board approve a Measure C6 bond fund equipment purchase for a tiller attachment for the OPUSD grounds department's Toro Compact Utility Loader/Tractor?

BACKGROUND: At its meeting on June 15, 2016, the Board approved the purchase of a Toro Compact Utility Loader/Tractor funded from the Measure C6 bond fund. As approved by Oak Park voters, Bond Measure C6 specifically provides for "acquiring safe student transportation and maintenance vehicles". In using the equipment over the summer, it became necessary to rent a tiller attachment in order to complete a variety of grounds improvement projects. The District's Maintenance and Operations staff respectfully requests the Board's authorization to utilize Measure C6 funds to purchase of the tiller attachment to assist in performing higher level in-house grounds and landscaping projects. In the following proposal submitted by Pacific Equipment, the cost of the rental is applied to the equipment purchase. Utilizing the piggyback provisions of NJPA Contract #042815-TTC, the cost of the proposed purchase is \$3,794 plus applicable sales tax.

- ALTERNATIVES:**
1. Approve the purchase of the tiller attachment for the Toro Compact Utility Loader/Tractor from Pacific Equipment of Oxnard, California, in the amount of \$3,794 plus applicable sales tax, to be funded from the Measure C6 bond fund.
 2. Do not approve the purchase of the Toro Compact Utility Loader/Tractor.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Pacific Equipment

3897 N. Southbank Road

Oxnard, CA 93036

pho 805-983-4000 fax 805-832-6625

Invoice

Date	Invoice #
8/2/2016	45915

Bill To
Oak Park Unified School District 5801 Conifer St. Oak Park, CA 91377

Ship To

P.O. Number	Terms	Due Date	Rep	Ship
		8/2/2016		

Quantity	Item Code	Description	Price Each	Amount
		Rental Rates \$85Day - \$340Week - \$1,190Month 60% Equity Towards Purchase of T22445 #31400124 During Rental		
1	T22445	Toro Dingo Tiller WEEK 8/2-8/8	340.00	340.00T
1	T22445	Toro Dingo Tiller WEEK 8/9-8/15	340.00	340.00T
1	T22445	Toro Dingo Tiller WEEK 8/16-8/22	340.00	340.00T
1	T22445	Toro Dingo Tiller WEEK 8/23-8/29	340.00	340.00T
	Equip. Discount	Monthly Rate Discount	-170.00	1,360.00 -170.00
				1,190.00
1	T22445	Toro Dingo Tiller WEEK 8/30-9/5	340.00	340.00T
1	T22445	Toro Dingo Tiller WEEK 9/6-9/12	340.00	340.00T
1	T22445	Toro Dingo Tiller WEEK 9/13-9/19	340.00	340.00T
1	T22445	Toro Dingo Tiller WEEK 9/20-9/26	340.00	340.00T
	Equip. Discount	Monthly Rate Discount	-170.00	1,360.00 -170.00
				1,190.00
		Purchase Price \$ 4,463.00		
		NJPA Discount \$ 669.00		
		Net Price \$ 3,794.00		
		Sales Tax	7.50%	178.50
			Total	\$2,558.50

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.h. APPROVE CHANGE ORDER NO. 2, PROJECT 16-10F, OUTDOOR CLASSROOM AT BROOKSIDE ELEMENTARY SCHOOL

ACTION

ISSUE: Shall the Board approve Change Order No. 2 to the contract with Hughes General Engineering, Project 16-10F, Outdoor Classroom at Brookside Elementary School?

BACKGROUND: On August 16, 2016 the Board ratified a contract for Project 16-10F, Outdoor Classroom at Brookside Elementary School, with Hughes General Engineering. During the course of the project, District and school site staff have recommended changes to the project's scope for conditions unforeseen at the time the contract was awarded. As itemized in the accompanying change order request, District staff requested the contractor to purchase, deliver, and plant five Platanus Racemosa trees at a cost of \$13,694.20. It is recommended by District staff that the Board approve this additional work as Change Order No. 2.

The total amount of Change Order No. 2 is \$13,695, which when added to the original contract amount of \$144,500 and approved Change Order No. 1 in the amount of \$7,682, increases the contract total to \$165,877. The budget for Project 16-20F, including all funding sources, is \$300,000. The cost of Change Order No. 2 is funded from site discretionary funds specifically set aside for this project, and it is recommended that the Board approve Change Order No. 2.

ALTERNATIVES:

1. Approve Change Order No. 2 to the contract with Hughes General Engineering, for Project 16-10F, Outdoor Classroom at Brookside Elementary School, in the amount of \$13,695, funded from school site discretionary funds.
2. Do not approve Change Order No. 2.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

10/10/16

Invoice No. 5209

Hughes General Engineering, Inc.
P. O. Box 2293, Camarillo, CA. 93011-2293

INVOICE

Customer

Name Oak Park Unified School District
Address 56801 E. Conifer St
City Oak Park, State CA ZIP 91377
Phone

Misc

Date 8/10/2016
Order No. DIR 17-00002
Rep Julie Suarez
FOB

Qty	Description	Unit Price	TOTAL
1	PROJECT: BRROSIDE ELEMENTARY SCHOOL 16-10f Change Order No. 2 Purchase & Deliver five (5) Platanus Racemosa Trees	\$ 13,694.20	\$ 13,694.20

SubTotal \$ 13,694.20
Shipping

Payment

Select One...

Comments

Name

CC #

Expires

Tax Rate(s)

TOTAL \$ 13,694.20

Office Use Only

INVOICE IS DUE AND PAYABLE UPON RECEIPT.

THANK YOU FOR USING HUGHES GENERAL ENGINEERING CONSTRUCTION

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.i. APPROVE NOTICE OF COMPLETION, PROJECT 16-10F, OUTDOOR CLASSROOM AT BROOKSIDE ELEMENTARY SCHOOL

ACTION

ISSUE: Shall the Board approve a notice of completion for Project 16-10F, Outdoor Classroom at Brookside Elementary School?

BACKGROUND: At its meeting on August 16, 2016, the Board of Education ratified multiple contracts with the following construction contractors for Project 16-10F, Outdoor Classroom at Brookside Elementary School:

CONTRACTOR	SCOPE OF WORK	AMOUNT	FUNDING SOURCE
Hughes General Engineering	Site Work/Hardscape	\$ 119,812	Measure R
Hughes General Engineering	Landscape Portion	\$ 46,065	Gen Fund One-Time
Landscape Structures	Playground Equipment	\$ 50,000	BES PTA
Landscape Structures	Playground Equipment	\$ 40,851	Measure C6
Fence Factory	Perimeter Fencing	\$ 16,000	Measure R
Total Project Cost		\$ 272,728	

The work under these contracts is now complete, and the District’s staff and construction manager, Balfour Beatty Construction, has inspected the finished project and is satisfied that it has been completed in compliance with contract specifications. It is recommended that the Board approve a Notice of Completion accepting the finished project.

ALTERNATIVES:

1. Approve the Notice of Completion for Project 16-10F, Outdoor Classroom at Brookside Elementary School, contracted with the contractors identified above.
2. Do not approve the Notice of Completion.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Notice of Completion

Notice is hereby given that the Oak Park Unified School District, a school district in Ventura County, is the owner in fee of the following described and real property, to-wit:

Description: Brookside Elementary School, 165 N. Satinwood Avenue, Oak Park, CA 91377

That on or about August 16, 2016 the said Oak Park Unified School District of Ventura County entered into a contract with Hughes General Engineering of Camarillo, California, Landscape Structures of Minneapolis, Minnesota, and Fence Factory of Agoura Hills, California, for Project 16-10F, Outdoor Classroom at Brookside Elementary School, on certain real property hereinbefore described: that said building and improvements were actually completed on October 18, 2016: that the address of said Oak Park Unified School District is 5801 Conifer Street, Oak Park, CA 91377, Ventura County, California.

OAK PARK UNIFIED SCHOOL DISTRICT
By Anthony W. Knight, Ed.D., Superintendent, Secretary to the
Oak Park Unified School District Board of Trustees

Anthony W. Knight, being first duly sworn, deposes and says: that he is secretary of the Board of Trustees of the Oak Park Unified School District, a school district of Ventura County, California: that he therefore verifies the foregoing Notice of Completion on behalf of said Oak Park Unified School District: that the Oak Park Unified School District of Ventura County, California is owner of the property described in the foregoing notice: that he has read the foregoing notice and knows the contents thereof: that he has personal knowledge of the facts therein stated: that the same are true.

Anthony W. Knight, Ed.D., Superintendent

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA
COUNTY OF VENTURA

Oak Park Unified School District

On _____ before me, Shannan Kaesberg, Notary Public, personally appeared Anthony W. Knight, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (SEAL)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.j. APPROVE CONSULTANT AGREEMENT FOR PROPOSITION 39 GRANT APPLICATION AND AUDIT SERVICES

ACTION

ISSUE: Shall the Board approve a consultant agreement with KW Engineering for Proposition 39 grant application and audit services?

BACKGROUND: Passed in November 2012, Proposition 39, the California Clean Energy Jobs Act, is expected to provide \$550 million annually to the State’s Clean Energy Job Creation Fund. Over a five-year period, beginning with fiscal year 2013-14, Oak Park Unified School District is eligible for more than \$800,000. In October, 2015, the Board approved a consultant agreement with KW Engineering for services in connection with the initial 2-year phase of the Proposition 39 grant application process. This ultimately resulted in \$412,000 in funding, more than covering the consulting fee and cost of completing the districtwide LED exterior lighting upgrade for all campuses.

At the request of District staff, KW Engineering submitted the accompanying proposal for preparation of an Energy Audit and Expenditure Plan for submission to CEC to obtain Proposition 39 grant appropriations for Years 3 through 5, expected to provide an additional \$421,334 in funding for OPUSD. The scope of proposed services includes an ASHRAE energy audit evaluating lighting systems, HVAC generation and plug in loads, and recommends projects eligible for Proposition 39 funding. The proposal also offers a scoping audit evaluating each campus’ energy system, and providing updated benchmarking. District staff has reviewed the proposed agreement, and the Board’s approval is recommended.

ALTERNATIVES:

1. Approve a consultant agreement with KW Engineering, in an amount not to exceed \$65,000, for Proposition 39 grant application and audit services.
2. Do not approve an agreement for grant application and audit services.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____



920 Atlantic Ave, Suite 200
Long Beach, CA 90813
tel (562) 439-1600
fax (562) 439-1655
www.kw-engineering.com

Technical Contact
David Gilliland, P.E.
(213) 300-8139
gilliland@kw-engineering.com

Contractual Contact
Christina Summary
csummary@kw-engineering.com

Budget Proposal for Proposition 39 Energy Expenditure Plan Years 3-5

Client	Oak Park Unified School District
Client Contact	Julie Suarez, (818) 735-3210, jsuarez@opusd.org
Proposal Issued	September 26, 2016

Goals and Approach

kW Engineering is pleased to present this budget proposal to Oak Park Unified School District to prepare their Proposition 39 Strategy and submit their CEC Energy Expenditure Plan for Years 3-5. We expect Oak Park Unified School District to be allocated approximately \$421,334 in Prop 39 funds for Years 3-5. To obtain these funds, the District is required to submit an Energy Expenditure Plan for Years 3-5 to the CEC by August 1, 2017.

The goals of this proposal are to:

- Meet CEC requirements for use of Proposition 39 funds, and
- Ensure Oak Park USD gets the best value and most benefit possible from Prop 39 and other available funds.

kW Engineering has an extensive history of working with school districts to attain their energy goals. Our clients' best interests are always our own because we are independent, objective third-party experts. Achieving and managing energy savings can be a very complex process. kW Engineering staff are experts at all steps and aim to represent school districts' interests as needed throughout the entire process. We genuinely want schools to achieve real, verified savings quickly and cost-effectively, while attaining other related benefits such as infrastructure reliability upgrades, student engagement, and ongoing educational opportunities.

The kW Engineering team will identify rebates and free services available through applicable utility (SCE and SCG) programs. As a top provider to all of SCE's core incentive programs for many years, we are well-versed in their available offerings. Finally, this budget proposal itself may be funded in its entirety directly from your Prop 39 fund allocation for "Energy Planning" (\$130,000).

We have prepared this proposal based on the CEC New Final 2016 Guidelines for Proposition 39 adopted July 13, 2016, and the associated CEC Handbook and Forms issued in August 2016.

Scope

This proposal is to provide Energy Auditing services and Proposition 39 program assistance to Oak Park Unified School District, in order to prepare the Energy Expenditure Plan for Years 3-5 required to obtain your district's remaining allocated Prop 39 funds. This proposal is consistent with the CEC Prop 39 Guidelines for spending of some Prop 39 funds for "Energy Planning" services.

We recommend planning strategically for the remaining three-year Prop 39 cycle, but also recognize that time is of the essence, since final Prop39 expenditure plans are due to the CEC by August 1, 2017.

To maximize our efficiency, we will leverage existing information from previous audits that kW Engineering has conducted for the district, and supplement those audits with updated information from a follow-up round of audits. Based on benchmarking energy use intensity and input from the District, we expect to perform scoping audits of seven sites (Brookside Elementary, Oak Hills Elementary, Red Oak Elementary, Medea Creek Middle School, Oak View High School, Oak Park Neighborhood School, Oak Park Independent School), and one full ASHRAE Level 2 standard audit at Oak Park High School.

An ASHRAE Level 2 audit is different from a scoping audit in that it is used to evaluate the building energy systems in detail. An ASHRAE Level 2 audit includes lighting systems, HVAC, on-site generation, domestic hot water, plug loads, and building envelope-related energy efficiency measures. Scoping audits are targeted to a more limited scope of one or two systems. Scoping audits are performed when sufficient information about the building is already known, and the site only needs to be re-visited to confirm existing equipment conditions and address targeted energy efficiency measures. Since much is already known about the seven sites planned for scoping audits, we will return to focus on targeted measures including HVAC and solar PV. Since additional information is required to calculate energy efficiency measures at Oak Park High, an ASHRAE Level 2 audit will be conducted for that site.

Building upon this benchmarking and auditing effort, and feedback from the District, we will prepare an Energy Expenditure Plan for Years 3-5, and submit all necessary documents to the California Energy Commission (CEC) to obtain the District's Prop 39 funding allocation.

Audit Report Contents

Our energy audit reports include the following, meeting CEC requirements:

- Executive Summary, including summary table of recommended measures.
- Building and Systems Descriptions.
- Energy Consumption Graphs and Analysis.
- Energy Use Benchmarking.
- Analysis Methodology, including calculations and assumptions.
- Measures Recommendations, including estimates of savings, costs, payback and SIR.

- Utility Incentives Analysis.
- Approximate Schedule for Implementation.
- Energy Savings Calculations, including bin simulations and/or the CEC's Prop39 calculator, which meet or exceed CEC and utility calculation guideline standards.

Energy Expenditure Plan

Based on the results of our energy audits, we expect to have a series of energy efficiency measure options for the District to consider as part of their Prop39 expenditures. We will review the District's various options with all stakeholders, and come to a consensus on which measures to request Prop39 funding.

We will then create an Energy Expenditure Plan for the selected projects, submit the plan to the CEC, and support the District throughout the CEC review process. We will also perform strategic analysis for 3 years' worth of energy efficiency projects. Based on the CEC Prop 39 Implementation Final Guidelines, the Energy Expenditure Plan will include the following.

- Utility Data Release.
- Benchmarking Summary.
- Sequencing Approach and Scoring.
- Effectiveness Determination.
- Project Financial Metrics.
- Funding Request Summary.
- Energy Training Request – to be discussed with Oak Park USD.
- Energy Manager Request - to be discussed with Oak Park USD.
- Job Creation Benefits Calculations – Expected Online Calculator Tool.
- LEA Certifications - Sequencing, Prioritization, Commitment, Truthfulness, Environmental, DSA compliance, Auditing.
- Planning Summary – Summary of Planning Tasks and Expenditures (Benchmarking, Auditing).

We estimate that the District's remaining Prop 39 allocation for Years 3-5 is \$421,334, though the exact number won't be known until November 2017 when the Year 5 allocations are released. Our approach will seek to match the scope of our recommendations as closely as possible to the District's total award, in order for the District to capture maximum funding.

Annual Reporting

Annual reporting is required for each approved Energy Expenditure Plan. Reporting is done using the Prop 39 online system. All annual progress reports must be submitted each year as a condition of the awarded funding. Reports are made available in July and must be submitted by September 31st of the same year. kW Engineering will assist the district with developing and submitting the annual report for the Year 3-5 Prop39 plan that we develop.

The deliverable using the Prop 39 online system will include the following:

- Reporting for amount spent for Energy Manager
- Reporting for amount spent for Training
- Schools/Sites summary with detailed progress information for each site, including:
 - Description of work completed to date for each Energy Efficiency Measure
 - Estimated project start and end dates
 - Project amount spent to date
 - Total Prop 39 share spent to date for each Energy Efficiency Measure

Client to Provide

For audits, scoping audits and final report:

- School information including square footage, locations, vintage, student counts, utility meter information, building drawing and mechanical plans where available.
- Coordinated access to school sites for audit visits.
- Documentation, Certifications, and Data Release forms for Energy Expenditure Plan.
- Feedback and guidance on recommended energy efficiency projects.

For annual reporting:

- Estimated project start and end dates.
- Project amount spent to date.
- Total Prop 39 share spent to date for each Energy Efficiency Measure.

Schedule

- Work to begin upon approval from Client.
- Audit reports will be delivered within 8 weeks after the date of the site visit.
- Prop39 Energy Expenditure Plan will be submitted to the CEC prior to the August 1 2017 deadline.

Deliverables

- Energy Audit Reports.
- Energy Expenditure Plan for Years 3-5 (for submission to CEC in early 2017).
- Online Energy Expenditure Plan Application Submittal.

Terms

Terms are net 30 days after receiving invoice. Work to be billed monthly based on hours spent. This proposal is valid for thirty (30) days.

Cost

Total cost not-to-exceed (NTE) \$65,000. Cost estimate detail provided on the following page.

Benchmarking

Schools

Implementation

M&V

Retrocommissioning

Renewables

Schools are a specialty at kW Engineering. We provide school districts with objective, independent consulting services to manage and reduce their energy use. Achieving energy savings is a complex process. kW Engineering serves as owner's representative in preparing and executing energy plans to reduce energy costs and improve infrastructure reliability, while involving students to provide valuable education opportunities.



www.kw-engineering.com

CONFIDENTIAL



920 Atlantic Ave, Suite 200
 Long Beach, CA 90813
 tel (562) 439-1600
 www.kw-engineering.com

CONFIDENTIAL

9/26/2016

Budget Cost Proposal

Tasks	Rate	Principal	Project Manager	Senior Engineer	Project Engineer	Engineer	Technician	Total	
		\$ 227.00	\$ 185.00	\$ 171.00	\$ 163.00	\$ 155.00	\$ 101.00		
								\$ -	
								\$ -	
Project Management and Meetings			20		10			\$ 5,330	
								\$ -	
Audits - 8 Sites								\$ -	
								\$ -	
Billing & Benchmarking			4		8			\$ 2,044	
Travel to Sites					8		8	\$ 2,112	
Scoping Audit - Brookside ES					4		4	\$ 1,056	
Scoping Audit - Oak Hills ES					4		4	\$ 1,056	
Scoping Audit - Red Oak ES					4		4	\$ 1,056	
Scoping Audit - Medea Creek MS					6		6	\$ 1,584	
Scoping Audit - Oak View HS					4		4	\$ 1,056	
ASHRAE Level 2 Audit - Oak Park HS					6		6	\$ 1,584	
Scoping Audit - Oak Park Neighborhood School					2		2	\$ 528	
Scoping Audit - Oak Park Independent School					2		2	\$ 528	
Travel between Sites					4		4	\$ 1,056	
Travel from Sites					8		8	\$ 2,112	
Initial Measures Lists and call			8		8		4	\$ 3,188	
Coordination with utilities/CEC			2		6			\$ 1,348	
								\$ -	
Calculations and Report								\$ -	
								\$ -	
HVAC Measure Calculations			6		12			\$ 3,066	
Controls and Lighting Measure Calculations			6		12			\$ 3,066	
Photovoltaic Measure Calculations			6		12			\$ 3,066	
Analysis for All Other Measures Identified			6		12			\$ 3,066	
QC			4		6			\$ 1,718	
Report Preparation			8		12			\$ 3,436	
								\$ -	
								\$ -	
Energy Expenditure Plan Submittal								\$ -	
								\$ -	
HVAC Measures			8		10			\$ 3,110	
Controls and Lighting Measures			8		10			\$ 3,110	
Photovoltaic Measures Analysis			8		10		16	\$ 4,726	
All Other Measures Identified			8		10			\$ 3,110	
QC	4		4		4			\$ 2,300	
Customer Presentation and Conference Call			2		3			\$ 859	
Feedback & Revisions			4		8			\$ 2,044	
Online EEP Application Submittal								\$ -	
								\$ -	
Annual Report Support			6		6			\$ 2,088	
								\$ -	
Labor Subtotal		4	118	0	211	0	72	\$ 64,403	
		[estimate of costs - to pass thru w/o markup]							
Direct Expenses				Units		Rate			
Airline Travel				flights		\$ 450		\$ -	
Mileage	650			miles		\$ 0.575		\$ 374	
Auto Rental / Transit				days		\$ 75		\$ -	
Lodging / Meals				nights		\$ 235		\$ -	
Expenses subtotal								\$ 374	
Total								\$ 64,777	



287 17th Street, Suite 300
 Oakland, CA 94612
 tel (510) 834-6420
 fax (510) 834-6421
 www.kw-engineering.com

9/26/2016

CONSULTANT CONTACT AND PAYMENT INFORMATION

Contract Information

Please note that our legal contractual name is Kilowatt Engineering, Inc. dba kW Engineering, Inc.

Contractual Information and Payments To

kW Engineering, Inc.
 c/o Dylan Goodman
 287 17th Street, Suite 300
 Oakland, CA 94612
adminstaff@kw-engineering.com
 510-834-6420, ext. 622

In witness whereof, the duly authorized representative hereto has executed this Agreement to be effective as of the date written below.

kW Engineering Representative

Signature _____
 Name _____
 Title _____
 Date _____

CLIENT CONTACT AND BILLING INFORMATION

Client Contact

 Company Name

 Contact Name

 Title

 Address

 City State Zip Code

 Telephone

 Fax

Client Billing

 Company Name

 Contact Name

 Purchase Order Number (if applicable)

 Address

 City State Zip Code

 Telephone

 Fax

In witness whereof, the duly authorized representative hereto has executed this Agreement to be effective as of the date written below.

Client Representative

Signature _____
 Name _____
 Title _____
 Date _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.2.k. APPROVE OVERNIGHT TRIP FOR STUDENT BOARD MEMBER TO ATTEND THE CSBA CONFERENCE – DECEMBER 1-3, 2016

ACTION

ISSUE: Should the Board of Education approve the Student Board Member attendance at CSBA Conference?

BACKGROUND: Superintendent, Dr. Knight requests approval for Student Board Member, Meghan Cleary to attend the December Annual CSBA Annual Board Member Conference from December 1-3, 2016 in San Francisco, CA. Dr. Knight, Board President Allen Rosen, and Board Member Denise Helfstein will also be attending the conference. Debbie Cleary, Meghan’s mother will be accompanying her on this trip. They will depart on December 1st and return on December 3rd. Student board members play an integral role in Oak Park Unified School District. By attending CSBA’s student board member program, Meghan will get an opportunity to expand her horizons and enhance her role on our governance team. At the Conference Meghan will meet student leaders from around the state as they gather to share their vision of the student board representative role and purpose on their campus. This will also be an opportunity for her to understand the governance process, the context in which boards operate, and how to adapt to those norms.

- ALTERNATIVES:**
1. Approve field trip as presented.
 2. Do not approve field trip as presented.

RECOMMENDATION: Approval of Alternative #1.

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

SUBJECT: B.3.a. APPROVE CONTRACT FOR NON-PUBLIC AGENCY SERVICES FOR SPECIAL EDUCATION STUDENT #10-16/17 - \$53,760.00

ACTION

ISSUE: Should the Board of Education approve this contract for non-public agency services for this student?

BACKGROUND: Student is in his last year of attendance at Oak Park High School and continues to require non-public agency Behavior Support for the full school day. Children’s Developmental Milestones is a certified non-public agency and has a Master contract with Ventura County SELPA. Children’s Developmental Milestones will provide Behavior Support for 128 of the 180 school days.

The total cost of these services is \$53,760.00

ALTERNATIVES: 1) Fund this non-public agency.
2) Do not fund this non-public agency.

RECOMMENDATION: Alternative #1

RATIONALE: The District is required by law to provide the services stated on a student’s IEP. Children’s Developmental Milestones is a certified non-public agency.

Respectfully Submitted

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Member	_____	_____	_____	_____

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2016 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on May 30, 2017, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	Oak Park Unified School District		
Address	5801 Conifer Street		
City, State Zip	Oak Park, CA 91377		
LEA Case Manager	Susan Roberts		
Phone and E-Mail	sroberts@oakparkusd.org		
Student Last Name		Student First Name	
Grade		D.OB.	Sex
Parent/Guardian Last Name		Parent/Guardian First Name	
Address			
City, State, Zip			
Home Phone		Work	Cell
Parent/Guardian Last Name		Parent/Guardian First Name	
Address			
City, State, Zip			
Home Phone		Work	Cell

Nonpublic School/Agency	Children's Developmental Milestones (#10 -16/17)		
Address	21241 Ventura Blvd Suite 187		
City, State, Zip	Woodland Hills CA 91364		
IEP Coordinator Name	Eileen Gholizadeh, MA,BICM Co-Founder/ Executive Director		
Phone	(818) 203-5063	Fax	(805) 617-1725 - Fax
E-Mail	eileen@cdmtherapy.com		
Program Administrator Name			
Phone		Fax	
E-Mail			
Education Schedule – Regular School Year			
Number of Days		Number of Weeks	
Education Schedule – Extended School Year			
Number of Days	128 days	Number of Weeks	
Contract Begins	July 1, 2016	Ends	May 30, 2017

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER			Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Days or Sessions		Estimated Maximum Total Cost for Contracted Period
	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION <i>Positive attendance only</i>								
B. RELATED SERVICES								

SERVICES	PROVIDER			Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Days or Sessions		Estimated Maximum Total Cost for Contracted Period
	NPS	NPA	OTHER Specify			Reg School Year	ESY	
1. Behavior Intervention Development (Supervision)		X		80.00 per hour	8 hours total Sep-Dec; 5 hours per month Jan-May for 25 hours	32 hours		\$2560.00
2. Behavior Intervention Instruction (Aide)		X		50.00 per hour	Up to 8 hours per day for 128 days	547 hours		\$51,200.00
					TOTAL COST			\$53,760.00

ESTIMATED MAXIMUM COST: \$53,760.00

Additional Provisions: Non-public Agency services to address goals and objectives in student's IEP. Communication between NPA and parents to be coordinated with school staff.

Progress Reporting Requirements: _____ Quarterly _____ Monthly X Other (Specify NA)

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

Children's Developmental Milestones (CDM)
 (Name of Nonpublic School/Agency)

Oak Park Unified School District
 (Name of LEA)

 (Signature) (Date)

 (Signature) (Date)

 (Name and Title)

Anthony W. Knight, Ed. D.
 (Name of Superintendent or Authorized Designee)

TO: BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

SUBJECT: B.3.b. APPROVE CONTRACT FOR NON-PUBLIC AGENCY SERVICES FOR SPECIAL EDUCATION STUDENT #11-16/17 – \$29,275.95

ACTION

ISSUE: Should the Board of Education approve this contract for non-public agency services for this student?

BACKGROUND: Student is in his last year of attendance at Oak Park High School and continues to require non-public agency Behavior Support for the full school day. Inclusive Education and Community Partnership is a certified non-public agency and has a Master contract with Ventura County SELPA. IECP will provide Behavior Support for 57 of the 180 school days.

The total cost of these services is \$29,275.95

ALTERNATIVES: 1) Fund this non-public agency.
2) Do not fund this non-public agency.

RECOMMENDATION: Alternative #1

RATIONALE: The District is required by law to provide the services stated on a student’s IEP. Inclusive Education and Community Partnership (IECP) is a certified non-public agency.

Respectfully Submitted

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Member	_____	_____	_____	_____

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2016 or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on May 30, 2017, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)	Oak Park Unified School District		
Address	5801 Conifer Street		
City, State Zip	Oak Park, CA 91377		
LEA Case Manager	Susan Roberts		
Phone and E-Mail	sroberts@oakparkusd.org		
Student Last Name		Student First Name	
Grade		D.OB.	Sex
Parent/Guardian Last Name		Parent/Guardian First Name	
Address			
City, State, Zip			
Home Phone		Work	Cell
Parent/Guardian Last Name		Parent/Guardian First Name	
Address			
City, State, Zip			
Home Phone		Work	Cell

Nonpublic School/Agency	Inclusive Education and Community Partnership (#11 -16/17)		
Address	2323 Roosevelt Blvd Suite 3		
City, State, Zip	Oxnard CA 93035		
IEP Coordinator Name	Dennis Carter, Contract Administrator		
Phone		Fax	
E-Mail			
Program Administrator Name			
Phone		Fax	
E-Mail			
Education Schedule – Regular School Year			
Number of Days	57	Number of Weeks	
Education Schedule – Extended School Year			
Number of Days		Number of Weeks	
Contract Begins	July 1, 2016	Ends	May 30, 2017

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER			Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Days or Sessions		Estimated Maximum Total Cost for Contracted Period
	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION <i>Positive attendance only</i>								
B. RELATED SERVICES								
1. Behavior Intervention Development (Supervision)		X		91.93 per hour	5 hours per month	15 hours		\$1,378.95
2. Behavior Intervention Instruction (Aide)		X		51.00 per hour	Up to 8 hours per day for 57 days	547 hours		\$27,897.00

SERVICES	PROVIDER			Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Days or Sessions		Estimated Maximum Total Cost for Contracted Period
	NPS	NPA	OTHER Specify			Reg School Year	ESY	
						TOTAL COST		\$29,275.95

ESTIMATED MAXIMUM COST: \$29,275.95

Additional Provisions: Non-public Agency services to address goals and objectives in student's IEP. Communication between NPA and parents to be coordinated with school staff.

Progress Reporting Requirements: _____ Quarterly _____ Monthly X Other (Specify NA) _____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA-

Inclusive Education and Community Partnership (IECP) _____ Oak Park Unified School District _____
 (Name of Nonpublic School/Agency) (Name of LEA)

 (Signature) (Date) (Signature) (Date)

 (Name and Title) Anthony W. Knight, Ed.D. _____
 (Name of Superintendent or Authorized Designee)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.4.a. PUBLIC HEARING: PLAN FOR COLLEGE READINESS BLOCK GRANT

PUBLIC HEARING/DISCUSSION

ISSUE: Shall the Board conduct a public hearing and discuss the District’s proposed plan for the College Readiness Block Grant?

BACKGROUND: The adopted 2016-17 State Budget includes significant funding for a College Readiness Block Grant. This program provides \$200 million in one-time Proposition 98 funds to be allocated among a school district’s high school students (grades 9-12, inclusive) who are English learners, foster youth, or are eligible for free and reduced-price meals, commonly referred to under the Local Control Funding Formula as “unduplicated students”. Specifically, the Budget allocates funding to a district based on its count of unduplicated high school students who, in school year 2015-16, attended a high school accredited or obtaining accreditation by the Western Association of Schools and Colleges, with no LEA scheduled to receive fewer than \$75,000.

- The College Readiness Block Grant contains several expenditure limitations and reporting requirements as a condition of receipt of funds. Eligible activities may include, but are not limited to, the following:
 1. Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses.
 2. Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs.
 3. Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.
 4. Developing comprehensive advising plans to support pupil completion of A–G course requirements.
 5. Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs.
 6. Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams.
 7. Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils, including, but not necessarily limited to,

pupils enrolled in schools identified by the department as high schools with 75 percent or greater enrollment of unduplicated pupils, pursuant to subdivision (g). These opportunities may include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.

- District's are required to develop a plan describing how funds will increase or improve services for unduplicated pupils to ensure college readiness and include information on how it aligns with the LEA's local control and accountability plan. As a condition of receipt of funds, LEAs shall report to the CDE by January 1, 2017, on how the LEA will measure the impact of the funds received on the LEA's unduplicated pupils' access and matriculation to higher education.
- In order to ensure community and stakeholder input, the plan shall be discussed at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school and adopted at a subsequent regularly scheduled meeting.

The OPUSD College Readiness Block Grant Plan is included in this agenda. Following a public hearing to ensure community and stakeholder input, the Board will review and discuss the Plan's provisions. It is anticipated the final College Readiness Block Grant Plan will be submitted for the Board's approval at its meeting on November 15, 2016.

- ALTERNATIVES:**
1. Conduct a public hearing and discuss the District's proposed plan for the College Readiness Block Grant.
 2. Do not conduct a public hearing and discuss the District's proposed plan.

RECOMMENDATION: Alternative No. 1

Prepared by: Dr. Jay Greenlinger, Director, Curriculum and Instruction

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

**OAK PARK UNIFIED SCHOOL DISTRICT
COLLEGE READINESS GRANT ACTION PLAN**

Administrators from OPUSD, OPHS, and OVHS and counselors from OPHS provided input as to the most effective use of the \$75,000 allocated to OPUSD. At current count, there are 166 unduplicated pupils in grades 9-12 in OPUSD. It was agreed upon that encumbering the funds over the course of three years (as allowed by bill language) would be most effective for impacting college readiness of unduplicated pupils. School donation funds currently subsidize the cost of AP test fees, and the input of staff is that College Readiness Grant funds are more appropriate for this expenditure.

- In 2016, 87.9% of all graduating students completed the A-G requirements.
- In 2016, 97.8% of all graduating students attended a 2 or 4 year college

In order to ensure that unduplicated pupils are given equitable access to college preparation, OPUSD will provide unduplicated pupils with the following targeted services:

1. Advisement and progress monitoring for A-G requirements (LCAP Goal 1F)
2. Parental notification/conferences for the college application process
3. Targeted communication to students and parents regarding college information opportunities including college visitation opportunities and information sessions
4. Assist students and parents with financial aid application process
5. Subsidize test preparation guides for unduplicated pupils (LCAP Goal 1G)
6. Subsidize AP tests test fees for unduplicated pupils (LCAP Goal 1G)

Note: Items 1-4 will be provided by additional counseling staff hired for the sole purpose of providing counseling services to unduplicated students. Items 5-6 to be coordinated by OPHS and OVHS administrators.

Budget

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Additional Counseling Services	\$20,000	\$20,000	\$20,000
Test Fees and Preparation Materials	\$5,000	\$5,000	\$5,000

Plan for Measuring Impact of Funds

Each year since 2000, OPHS publishes college application and admission statistics for the graduating class (<http://www.oakparkusd.org/Page/5401>). The data is inclusive of all students, and provides the community with an overview of the level of excellence and achievement by our students. In order to demonstrate the college application and attendance statistics of unduplicated students, OPHS will separately report these statistics for unduplicated pupils. Over the next three years, the community will see what impact the College Readiness Grant funds have on unduplicated pupils' access to and preparation for college.

TO: BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.4.b. APPROVE ADDITIONAL TEXTBOOKS OAK PARK INDEPENDENT SCHOOL

ACTION

ISSUE: Shall the Oak Park Independent School add additional textbooks in support of its curriculum?

STATEMENT: Oak Park Independent School would like to add additional books to its 9th grade English program. The books are aligned with an updated Humanities course. The updated course design and books were unanimously approved by Curriculum Council on October 4, 2016.

- *The Wanderings of Odysseus: The Story of the Odyssey*
- *Black Ships Before Troy: The Story of the Illiad*
- *Tales of Ancient Egypt*
- *Twenty Jataka Tales*
- *The Chi-Lin Purse*
- *Gilgamesh the Hero*

ALTERNATIVES: 1. Approve the request for additional textbooks at Oak Park Independent School.
 2. Do not approve the request for additional textbooks at Oak Park Independent School.

RECOMMENDATION: Alternative No. 1

Prepared by: Dr. Jay Greenlinger, Director, Curriculum and Instruction

Respectfully submitted:

Anthony W. Knight, Ed.D
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Oak Park Independent School – New Textbooks

Gilgamesh the Hero by Geraldine McCaughrean

This is one of the oldest stories in the world, and it's about things that still matter to us today: friendship, fame, courage, happiness.

Gilgamesh and Enkidu are friends -- best friends. Together they can work wonders, fight monsters, brave earthquakes, travel the world! But waiting in the dark is the one enemy they can never overcome.

Retold by award-winning author Geraldine McCaughrean, and illustrated with great power by David Parkins, *Gilgamesh the Hero* is a story that will linger in the imagination long after the book has been put down.

Tales of Ancient Egypt by Roger Lancelyn Green

These stories include the great myths - of Amen-Ra, who created all the creatures in the world; of Isis, searching the waters for her dead husband Osiris; of the Bennu Bird and the Book of Thoth. But there are also tales told for pleasure about magic, treasure and adventure - even the first ever Cinderella story.

Black Ships Before Troy: The Story of 'The Iliad' by Rosemary Sutcliff

Homer's epic poem, *The Iliad*, is one of the greatest adventure stories of all time. In it, the abduction of the legendary beauty, Helen of Troy, leads to a conflict in which even the gods and goddesses take sides and intervene. It is in the Trojan War that the most valiant heroes of the ancient world are pitted against one another. Here Hector, Ajax, Achilles, and Odysseus meet their most formidable challenges and in some cases their tragic ends. Rosemary Sutcliff makes such extraordinary stories as those of the Trojan horse, of Aphrodite and the golden apple, and of the fearsome warrior women Amazons, accessible to contemporary young people.

This book has been selected as a Common Core State Standards Text Exemplar.

The Wanderings of Odysseus: The Story of the Odyssey by Rosemary Sutcliff

The long siege is over, and Troy lies in ashes. The black ships of the Greek war-host set sail for home. But for heroic King Odysseus of Ithaca, the return voyage holds hazards far greater than any he faced during the Trojan War. Forced by ill winds into unknown seas, Odysseus and his crew must contend with ever-stranger perils: the flesh-eating Cyclops, Circe with her deadly enchantments, the soul-chilling Land of the Dead.

Woven through with a spectacular cast of men, magicians, and monsters, Odysseus' harrowing journey home to his family and kingdom tests the limits of his strength, and the power of his will.

The Ch'i-lin Purse: A Collection of Ancient Chinese Stories by Linda Fang

A Storytelling World magazine award winner

In turns funny, poignant, and wise, these nine lively stories are peopled with an array of unusual characters, including a young woman raised as a boy who is then faced with the complicated business of marriage; a carp-fish spirit who changes herself into a young woman for love's sake; a Miracle Doctor who can cure all illnesses except one; and a shopkeeper who learns the hard way the true meaning of justice.

Twenty Jataka Tales by Noor Inayat Khan

These twenty tales have been drawn from famous legends concerning the former lives of the Buddha. Beloved by children and adults alike, they tell of people and animals moved to acts of sacrifice by the noble example of their fellow creatures. The flavor is often suggestive of Aesop, as are the lessons that are so subtly and keenly conveyed.

Presented in a simplified narrative, the tales maintain the magical and timeless beauty of their Far Eastern origins. The stories are ideal for reading to children, as they tell of highly dramatic adventures that are resolved by non-violent and compassionate means. Challenging circumstances bring forth courage and the capacity to love, opening the way to solutions against seemingly impossible odds.

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

**SUBJECT: B.5.a. APPROVE AMENDMENT TO BOARD POLICY 4030
NONDISCRIMINATION IN EMPLOYMENT - First Reading**

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 4030 – Nondiscrimination in Employment?

BACKGROUND: Board Policy 4030 is being updated to reflect minor change to add prohibited discrimination against an employee or job applicant on the basis of his/her association with a person or group on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

- ALTERNATIVES:**
1. Approve the amendment to Board Policy 4030 – Nondiscrimination in Employment.
 2. Do not amend Board Policy 4030 – Nondiscrimination in Employment.
 3. Adopt a modified version of the amendment to Board Policy 4030 – Nondiscrimination in Employment.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4030(a)

Nondiscrimination in Employment

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits any district employees from discriminating against or harassing any other district employees and job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation **or association with a person or group with one or more of these actual or perceived characteristics.**

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

(cf. 4032 - Reasonable Accommodation)
(cf. 4154/4254/4354 – Health and Welfare Benefits)

Prohibited discrimination on the basis of **religious creed** includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe and pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating,

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4030(b)

hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subject to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does not report such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4030(c)

11138 Rules and ~~Regulatin~~Regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11019 Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

UNITED STATES CODE, TITLE 29

621-634 Age of Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

~~6101-6107 Age discrimination in federally assisted programs~~

~~12101-12213 Americans with Disabilities Act~~

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 American with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104-7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shepherd v. Loyola Marymount, (2002) 102 CDalApp.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Adopted: 1-21-92

Amended: 9-17-02, 6-8-10, 9-18-12, 2-19-13, 2-16-16

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: B.5.b. APPROVE AMENDMENT TO BOARD POLICY 4112.2 – CERTIFICATION – First Reading

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 4112.2 - Certification?

BACKGROUND: Board Policy 4112.2 is being updated to add requirement, as amended by the, Every Student Succeeds Act (P.L. 114-95), to notify parents/guardians of each student attending a school receiving Title I funds that they may request certain information regarding the qualifications of their child's teacher. Board Policy 4112.2 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Approve the amendment to Board Policy 4112.2 - Certification.
2. Do not amend Board Policy 4112.2 - Certification.
3. Adopt a modified version of the amendment to Board Policy 4112.2 - Certification.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4112.2(a)

Certification

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

(cf. 411/4211/4311 - Recruitment and Selection)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching English Language Learners)

(cf. 4112.23 – Special Education Staff)

~~*(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*~~

(cf. 4112.5/4312.5 – Criminal Record Check)

(cf. 4113 - Assignment)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. 6178 – Career Technical Education)

(cf. 6200 - Adult Education)

The Superintendent or designee ~~may~~ shall provide assistance and support to **staff teachers** holding preliminary credentials to ~~help~~enable them to meet the qualifications required for the professional clear credential.

(cf. 4131 – Staff Development)

(cf. 4131.1 –Teacher Support and Guidance)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher for each assignment. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who is qualified to participate in and enrolls in an approved intern program in the region of the district **and possesses an intern credential-**
2. A candidate who is scheduled to complete preliminary credential requirements within six months and who holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

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Personnel

BP 4112.2(b)

The Board shall approve, as an action item at a public Board meeting, a notice of **its** intent to employ a PIP applicant for a specific ~~ced~~ position. (5 CCR 80021.1)

3. ~~As a last resort, a~~An individual who holds an emergency permit ~~issued by the CTC~~ or for whom a credential waiver has been granted by the CTC

Prior to requesting that the CTC issue an emergency permit pursuant to item #3 above or a limited assignment permit which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved **by the Board** as an action item at a regularly scheduled public Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225; 44225.7; 5 CCR 80023.2, ~~5-CCR-80026~~, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

National Board for Professional Teaching Standards Certification ~~Incentive Program~~

The Board encourages district teachers to voluntarily complete the requirements for the advanced certification **awarded by** ~~from~~ the National Board for Professional Teaching Standards-

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. In accordance with the collective bargaining agreement and the district budget, the Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program ~~contingent upon funding~~.

(cf. 4161.3 - Professional Leaves)

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4112.2(c)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of his/her certification

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

35186 Complaints regarding teacher vacancy or misassignment

44066 Limitations on certification requirements

44200-44399.1 Teacher credentialing, especially:

44250-44277 Credential types; minimum requirements

[44300-44302 Emergency permit](#)

44325-44328~~9.5~~ District interns

44330-44355 Certificates and credentials

44420-44440 Revocation and suspension of credentials

44450-44468 University intern~~ship~~ program

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

CODE OF REGULATIONS, TITLE 5

~~6100-6125 Teacher qualifications, No Child Left Behind Act~~

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

~~6319 Highly qualified teachers~~

~~7801 Definitions, high qualified teacher~~

[6312 Title I local educational agency plans; notifications regarding teacher qualifications](#)

CODE OF FEDERAL REGULATIONS, TITLE 34

~~200.55-200.57 Highly qualified teachers~~

200.61 Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et. al. v. State of California and the Commission on Teacher

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4112.2(d)

Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL-858 Short-Term Staff Permit

13-01 Hiring Hierarchy in Education Code 44225.7, Coded Correspondence, January 30, 2013

Subject Matter Authorization Guideline Book, 2012

Supplementary Authorization Guideline Book, 2012

~~The Administrator's Assignment Manual, rev. September 2007~~

California Standards for the Teaching Profession, 2009

The Administrator's Assignment Manual, rev. September 2007

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, [Credential Commissions](#), Information Guide (for employer's use only):
<http://www.ctc.ca.gov/credentials/cig>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

U.S. Department of Education: <http://www.ed.gov>

Adopted: 1-25-78

Amended: 9-17-80; 11-17-82; 7-23-85; 2-25-92; 9-17-02; 6-17-03; 2-21-06, 3-17-09, 10-21-14

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
**SUBJECT: B.5.c. APPROVE AMENDMENT TO BOARD POLICY 4112.21 –
INTERNS - First Reading**

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 4112.21 - Interns?

BACKGROUND: Board Policy 4112.21 is being updated to reflect minor changes by the repeal of 20 USC 6319 pursuant to the, Every Student Succeeds Act (P.L. 114-95). Board Policy 4112.21 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Approve the amendment to Board Policy 4112.21 - Interns.
2. Do not amend Board Policy 4112.21 - Interns.
3. Adopt a modified version of the amendment to Board Policy 4112.21 - Interns.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 4000

Personnel

BP 4112.21(a)

Interns

The district may employ interns **as necessary** to fulfill the need for sufficient instructional staff and to provide future teachers an opportunity to link teaching theory with practice in order to meet state credentialing requirements. In addition, the district may employ teachers who already possess a preliminary or clear credential and are pursuing a credential in a different specialization as interns for positions that require such other credential.

(cf. 4112.2 – Certification)

(cf. 4112.22 – Staff Teaching ~~Students of Limited English Language Learners Proficiency~~)

(cf. 4112.23 – Special Education Staff)

The district may enter into partnership agreements with one or more approved teacher preparation programs sponsored by colleges or universities and/or may provide a district intern program with approval of the Commission on Teacher Credentialing (CTC). Any intern program in which the district participates shall be aligned with the preconditions and program standards adopted by the CTC.

The Superintendent or designee shall make reasonable efforts to recruit an intern from an approved program within the region whenever a teacher with a preliminary or clear credential is not available for a position requiring certification. (Education Code 44225.7)

(cf. 4111/4211/4311 – Recruitment and Selection)

The Superintendent or designee shall ensure that any intern employed by the district possesses an appropriate intern credential and is adequately prepared for the responsibilities of the position.

An intern may be assigned to provide the same services as a holder of a regular multiple subject **credential**, single subject **credential**, or education specialist credential in accordance with the authorizations and grade/age level specified on the intern credential (Education Code 44454, 44325, 44326, 44830.3)

(cf. 4113 - Assignment)

~~An intern may be assigned to teach core academic subjects, as defined in law, if he/she meets the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112)~~

~~*(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*~~

Terms of employment for interns shall be consistent with law and the district's collective

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bargaining agreement, as applicable.

(cf. 4116 – Probationary/Permanent Status)

(cf. 4141/4241 – Collective Bargaining Agreement)

Interns shall receive intensive, structured supervision and ongoing support by qualified personnel in order to enhance their instructional skills and knowledge. The Superintendent or designee shall ensure that district staff serving as supervisors, mentor teachers, or other support providers receive appropriate training to fulfill their responsibilities and that they maintain frequent communication with the interns they are assigned to assist.

(cf. 4131 - Staff Development)

(cf. 4131.1~~8~~ –Teacher Support and Guidance)

Interns shall be provided with ongoing feedback regarding their performance and shall be formally evaluated in accordance with Board policy and the district’s collective bargaining agreement.

(cf. 4115 - Evaluation/Supervision)

Upon receiving notification from the Superintendent or designee that an intern has successfully completed the program, the Governing Board may recommend to the CTC that the intern be awarded a preliminary credential. (Education Code 44328, 44468, 44830.3)

The Board shall regularly evaluate the effectiveness of the intern program(s) to determine whether changes are needed in the support and/or assignment of interns. The Board’s evaluation shall be based on a report by the Superintendent or designee, including, but not limited to, data on student performance in classes taught by interns, feedback from interns and supervisors, and the number of interns who successfully complete the program and obtain general education or education specialist credentials.

(cf. 0500 – Accountability)

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children

44225 Credentials, responsibilities of Commission on Teacher Credentialing

44225.7 Priority for hiring fully prepared teacher

44253.3-44253.4 Certificate to provide services to ~~limited-English learners~~ ~~proficient students~~

44253.10 Qualifications to provide specially designed academic instruction in English

44259 Minimum requirements for teaching credential

44314 Diversified or liberal arts program

44321 CTC approval of intern~~ship~~ programs

44325-44328~~9-5~~ District interns

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44339-44341 Teacher fitness
44450-44468 Teacher Education Internship Act of 1967 (university interns)
44830.3 Employing district interns
44885.5 District interns classified as probationary employees
CODE OF REGULATIONS, TITLE 5
6100-61265 No Child Left Behind teacher requirements
80021.1 Provisional internship permit
80033 Intern teaching credential
80055 Internship credential, [extension for extenuating circumstances](#)
UNITED STATES CODE, TITLE 20
~~6319 Highly qualified teachers~~
~~7801 Definitions, highly qualified teacher~~
~~7801 Note Applicability of federal regulation defining interns as highly qualified teachers~~
COURT DECISIONS [Renee v. Duncan, 686 F.3d 1002 \(2012\)](#)

Management Resources:

Commission On Teacher Credentialing PUBLICATIONS
CL-840 Early Completion Option
SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014
Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013
Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013
[California Standards for the Teaching Profession, October 2009](#)
Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013
Administrator's Assignment Manual, 2008
Preparation of Intern Credential Holders Prior to Service as Teacher of Record as an Intern, Coded Correspondence 08-03, March 3, 2008
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Improving Teacher Quality State Grants, revised October 5, 2006

WEB SITES

CSBA: <http://www.csba.org>
Commission on Teacher Credentialing, [Interns](#): <http://www.ctc.ca.gov/educator-prep/intern>
U.S. Department of Education: <http://www.ed.gov>

Adopted: 9-17-02

Amended: 5-16-06, 4-15-08, 3-17-09, 10-21-14

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
**SUBJECT: B.5.d. APPROVE AMENDMENT TO BOARD POLICY 4113 –
ASSIGNMENT - First Reading**

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 4113 - Assignment?

BACKGROUND: Board Policy 4113 is being updated to delete material referencing assignment of teachers who meet the qualifications of "highly qualified" teachers, as those requirements were repealed by the, Every Student Succeeds Act (ESSA) (P.L. 114-95). Policy also revised to reflect the continuing requirement to describe in the Title I local educational agency plan how the district will address any disparities that result in low-income or minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Details reflecting the state's Compliance Monitoring, Intervention and Sanctions program deleted as the CDE's ESSA transition plan indicates that districts will not be required to participate in that program in the 2016-17 school year.

ALTERNATIVES: 1. Approve the amendment to Board Policy 4113 - Assignment.
2. Do not amend Board Policy 4113 - Assignment.
3. Adopt a modified version of the amendment to Board Policy 4113 - Assignment.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

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Assignment

In order to serve the best interests of students and the educational program, the Governing Board authorizes the Superintendent or designee to assign certificated personnel to positions for which their preparation, certification, professional experience, and aptitude qualify them.

(cf. 4112.2 - Certification)

(cf. 4112.21 – Interns)

(cf. 4112.22 – Staff Teaching ~~Students of Limited English Language Learners Proficiency~~)

(cf. 4112.23 – Special Education Staff)

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement or Board policy.

(cf. 4141/4241- Collective Bargaining Agreement)

Assignment to Courses/Classes

The Superintendent or designee shall assign teachers to courses based on the grade level and subject matter authorized by their credentials.

When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare him/her to provide instruction in that subject.

~~Teachers who are assigned to teach core academic subjects shall meet the requirements of the No Child Left Behind Act pertaining to teacher qualifications of highly qualified teachers. (20 USC 6319, 7801; 5 CCR 6100-6126)~~

~~*(cf. 4112.24 – Teacher Qualifications Under the No Child Left Behind Act)*~~

When specifically authorized by law or regulation, ~~the~~ Superintendent or designee may assign a teacher, with his/her consent, to a position outside his/her credential authorization ~~when specifically authorized by law or regulation, and~~ in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's CTC Administrator's Assignment Manual. Assignments made pursuant to Education Code 44256, 44258.2 and 44263 shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.

(cf. 3580 – District Records)

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BP 4113(b)

The Superintendent or designee shall periodically report to the Board on teacher assignments and vacancies, including the number and type of assignments made outside a teacher's credential authorization through a local teaching assignment option. Whenever district misassignments and vacancies are reviewed by the County Superintendent of Schools or ~~Commission on Teacher Credentialing~~ CTC, as applicable, the Superintendent or designee shall report the results to the Board and shall provide recommendations for remedying any identified issues.

(cf. 1312.4 – Williams Uniform Complaint Procedures)

Equitable Distribution of Qualified Teachers

The Superintendent or designee shall ensure that highly qualified and experienced teachers are equitably distributed among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. He/she shall annually report to the Board comparisons of teacher qualifications across district schools, including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver.

(cf. 0520.2 - Title I Program Improvement Schools)

Strategies for ensuring equitable access to experienced teachers may include, but are not limited to, incentives for voluntary transfers, provision of professional development, and/or programs to recruit and retain effective teachers.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 4111 - Recruitment and Selection)

(cf. 4114 - Transfers)

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

(cf. 6171 - Title I Programs)

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35035 Additional powers and duties of superintendent

35186 Complaint process

37616 Assignment of teachers to year-round schools

44225.6 Commission report to the legislature re: teachers

44250-44277 Credentials and assignments of teachers

44314 Subject matter programs, approved subjects

44395-44398 Incentives for assigning NBPTS-certified teachers to low-performing schools

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44824 Assignment of teachers to weekend classes
44955 Reduction in number of employees
GOVERNMENT CODE
3543.2 Scope of representation
CODE OF REGULATIONS, TITLE 5
6100-6125 Teacher qualifications, No Child Left Behind Act
80003-80005 Credential authorizations
80020-80020.5 Additional assignment authorizations
80335 Performance of unauthorized professional services
80339-80339.6 Unauthorized certificated employee assignment
UNITED STATES CODE, TITLE 20
6311 State plan
~~6319 Highly qualified teachers~~
6312 Local educational agency plans
6601-6651 Teacher and Principal Training and Recruiting Fund
~~7801 Definitions, high qualified teacher~~
CODE OF FEDERAL REGULATIONS, TITLE 34
~~200.55-200.57 Highly qualified teachers~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California ~~Revised~~ State Plan ~~for the No Child Left Behind Act, rev. September 2008~~ to Ensure Equitable Access to Excellent Educators
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Administrator's Assignment Manual - Updates and Revisions, May 2014
The Administrator's Assignment Manual, rev. September 2007
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016
Improving Teacher Quality State Grants: ESEA Title II, Part A, rev. October 5, 2006
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
~~California Department of Education: <http://www.cde.ca.gov>~~
CSBA: <http://www.csba.org>
~~Santa Clara County Office of Education, Personnel Management Assistance Team:~~
~~<http://www.sccoe.org/depts/pmat>~~
U.S. Department of Education: <http://www.ed.gov>

Adopted: 1-15-78

Amended: 11-17-82, 3-6-84, 7-23-85, 12-10-90, 1-21-92, 9-17-02, 2-15-05, 6-9-09

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: OCTOBER 18, 2016

SUBJECT: B.5.e. APPROVE DELETION OF BOARD POLICY 4112.24 – TEACHER QUALIFICATIONS UNDER THE NO CHILD LEFT BEHIND ACT- First Reading

ISSUE: Should the Board of Education approve the proposed deletion of Board Policy 4112.24 – Teacher Qualifications Under the No Child Left Behind Act?

BACKGROUND: Board Policy, regulation, and exhibit are being recommended for deletion since NEW FEDERAL LAW (P.L. 114-95) repealed requirements that teachers meet criteria of "highly qualified" teachers, as defined.

- ALTERNATIVES:**
1. Approve the deletion of Board Policy 4112.24 – Teacher Qualifications Under the No Child Left Behind Act.
 2. Do not approve the deletion of Board Policy 4112.24 – Teacher Qualifications Under the No Child Left Behind Act.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

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Teacher Qualifications Under The No Child Left Behind Act

~~Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit, and hire teachers for core academic subjects who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB).~~

~~(cf. 4112.2—Certification)~~

~~(cf. 4112.21—Interns)~~

~~(cf. 4112.22—Staff Teaching Students of Limited English Proficiency)~~

~~(cf. 4112.23—Special Education Staff)~~

~~All teachers employed to teach core academic subjects shall be "highly qualified" as defined by federal law and the State Board of Education. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)~~

~~The Superintendent or designee shall inform teachers of NCLB requirements and shall identify additional qualifications, if any, that individual teachers need to demonstrate in order to meeting the requirements. He/she shall work with individual teachers to develop a plan for attaining full qualifications.~~

~~The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.~~

~~(cf. 0520.1—High Priority Schools Grant Program)~~

~~(cf. 0520.2—Title I Program Improvement Schools)~~

~~(cf. 0520.4—Quality Education Investment Schools)~~

~~(cf. 4113—Assignment)~~

~~(cf. 4114—Transfers)~~

~~(cf. 4138—Mentor Teachers)~~

~~The Superintendent or designee shall report to the Board on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition. (20 USC 6319)~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4131.1—Beginning Teacher Support/Induction)~~

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Legal Reference:

EDUCATION CODE

~~44500-44508 Peer Assistance and Review Program for Teachers~~

~~44662 Performance evaluation; Stull Act review~~

~~44664 Teacher evaluation; program to improve performance~~

~~44865 Alternative programs~~

CODE OF REGULATIONS, TITLE 5

~~6100-6126 Teacher qualifications, No Child Left Behind Act~~

~~80021 Short term staff permit~~

~~80021.1 Provisional internship permit~~

~~80089.3-80089.4 Subject matter authorizations~~

UNITED STATES CODE, TITLE 20

~~1401 Definition of highly qualified special education teacher~~

~~6311 Parental notifications~~

~~6312 Title I local educational agency plan~~

~~6314 Schoolwide programs~~

~~6315 Targeted assistance schools~~

~~6319 Highly qualified teachers~~

~~7345-7345b Small Rural Schools Achievement Program~~

~~7801 Definitions, highly qualified teacher~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~200.55-200.57 Highly qualified teachers~~

~~200.61 Parent notification regarding teacher qualifications~~

~~300.18 High qualified special education teachers~~

Management Resources:

CDE PUBLICATIONS

~~California's Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings, January 2007~~

~~NCLB Teacher Requirements Resource Guide, March 2004~~

CTC PUBLICATIONS

~~Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002~~

~~Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001~~

~~California Standards for the Teaching Profession, July 1997~~

U.S. DEPARTMENT OF EDUCATION GUIDANCE

~~Improving Teacher Quality State Grants, ESEA Title II, Part A, Non-Regulatory Guidance, revised October 5, 2006~~

~~New No Child Left Behind Flexibility: Highly Qualified Teachers, Fact Sheet, March 15, 2004~~

WEB SITES

~~California Department of Education, NCLB Teacher Quality: <http://www.cde.ca.gov/nclb/sr/tq>~~

~~Commission on Teacher Credentialing: <http://www.ctc.ca.gov>~~

~~U.S. Department of Education, No Child Left Behind: <http://www.ed.gov/nclb>~~

~~CSBA: <http://www.csba.org>~~

~~Adopted: 9-17-02~~

~~Amended: 3-04, 5-16-06, 10-21-08~~

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Teacher Qualifications Under The No Child Left Behind Act

Definitions

~~Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. (20 USC 7801)~~

~~Hard-to-staff setting means a middle or high school classroom eligible for the federal Small Rural Schools Achievement Program, a middle or high school special education classroom, or a middle or high school alternative education program as specified in Education Code 44865, including home teaching, hospital classes, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court schools, county community schools, and district community day schools (5 CCR 6100)~~

~~(cf. 6181—Alternative Schools)~~

~~(cf. 6183—Home and Hospital Instruction)~~

~~(cf. 6184—Continuation Education)~~

~~(cf. 6185—Community Day School)~~

~~High Objective Uniform State Standard Evaluation (HOUSSE) is a method of determining a teacher's subject matter competence using forms developed by the California Department of Education (CDE). HOUSSE Part 1 consists of a summation of the teacher's years of experience, coursework, professional development, and service to the profession, HOUSSE Part 2, to be conducted only if Part 1 does not indicate subject matter competency, consists of direct observation and portfolio assessment and, if necessary, completion of the Peer Assistance and Review Program for Teachers or other individualized professional development plan. (5 CCR 6104)~~

~~(cf. 4139—Peer Assistance and Review)~~

~~Level 1 professional development means training that will provide a teacher with the requisite understanding of each set of state content standards. Level 2 professional development means training that will provide a teacher with more in-depth understanding of the content standards than provided in a Level 1 professional development program. The trainings shall be consistent with state-adopted academic content standards, curriculum frameworks, and adopted texts and shall incorporate the assessment of subject matter competency as outlined in the CDE's document California's Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings. For each type of training, at least 36 hours in the core subject for which the teacher is being certified is required to substantively address the subject matter content. (5 CCR 6100, 6105)~~

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~~Teacher new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, on or after July 1, 2002. (5 CCR 6100)~~

~~Teacher not new to the profession is a teacher who either graduated from an accredited institution of higher education and received a credential, or was enrolled in or had completed an approved intern program, before July 1, 2002. (5 CCR 6100)~~

~~Teacher Qualifications~~

~~To meet the teacher qualification requirements of the federal No Child Left Behind (NCLB) Act, a teacher of a core academic subject shall meet all of the following conditions: (20 USC 6319, 7801; 534 CFR 200.55, 200.56, 300.18; CCR 6101, 6104, 6105, 6110)~~

~~1. Hold a bachelor's degree~~

~~2. Have a full credential or be currently enrolled in an approved intern program for less than three years~~

~~(cf. 4112.2—Certification)
(cf. 4112.21—Interns)~~

~~3. Demonstrate subject matter competency in accordance with the applicable requirements below~~

~~(cf. 6171—Title I Programs)~~

~~A teacher who holds a supplementary authorization or is employed on a local teacher assignment shall meet the teacher qualification requirements of NCLB if he/she holds a California teacher credential and has demonstrated subject matter competency for the grade span and subject matter taught. (5 CCR 6116)~~

~~A teacher shall not meet the teacher qualification requirements of NCLB if he/she is teaching with a short-term staff permit, a provisional internship permit, or a state or local waiver for the grade or subject taught. (5 CCR 6115, 80021, 80021.1)~~

~~Demonstration of Subject Matter Competency~~

~~Subject matter competency shall be demonstrated in accordance with the following requirements based on the grade levels taught and the teacher's length of time in the profession: (5 CCR 6100-6112)~~

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~~1.—An elementary teacher who is new to the profession shall pass a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC). (5 CCR 6102)~~

~~2.—An elementary teacher who is not new to the profession shall complete one of the following: (5 CCR 6103-6104)~~

~~—a.—A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes~~

~~—b.—The HOUSSE, as described above, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher~~

~~3.—A middle or high school teacher who is new to the profession shall pass or complete one of the following for every core academic subject currently assigned: (5 CCR 6111)~~

~~—a.—A validated statewide subject matter examination certified by the CTC~~

~~—b.—University subject matter program approved by the CTC~~

~~—c.—Undergraduate major in the subject taught~~

~~—d.—Graduate degree in the subject taught~~

~~—e.—Coursework equivalent to the undergraduate major~~

~~4.—A middle or high school teacher who is not new to the profession shall pass or complete one of the following for every core subject currently assigned: (5 CCR 6112)~~

~~—a.—A validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes~~

~~—b.—University subject matter program approved by the CTC~~

~~—c.—Undergraduate major in the subject taught~~

~~—d.—Graduate degree in the subject taught~~

~~—e.—Coursework equivalent to the undergraduate major~~

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~~— f. — Advanced certification or credential, such as certification from the National Board for Professional Teaching Standards~~

~~— g. — The HOUSSE option, as described above, to determine the teacher's subject matter competence in each of the academic subjects taught by the teacher~~

~~5. — A middle or high school teacher in a hard-to-staff setting, as defined above, shall complete professional development for the subject matter verification process within three years of the date of assignment to such a setting. (5 CCR 6100, 6105)~~

~~— a. — If the teacher has fewer than 20 total or 10 upper division non-remedial college-level semester units, or equivalent quarter units, in a core academic subject, he/she shall complete both Level 1 and Level 2 professional development courses as defined above.~~

~~— b. — If the teacher has fewer than 32 semester non-remedial college-level units, but at least 20 total or 10 upper division non-remedial semester units, or the equivalent quarter units, in a core academic subject, he/she shall complete a Level 2 professional development course.~~

~~(cf. 4131 — Staff Development)~~

~~6. — An elementary, middle or high school special education teacher teaching multiple subjects exclusively to students with disabilities may either: (20 USC 1401; 34 CFR 300.18; 5 CCR 6111)~~

~~— a. — Meet the requirements above for teacher who are new or not new to the profession, as applicable~~

~~— b. — In the case of a new special education teacher who has demonstrated subject matter competency in mathematics, language arts, or science, demonstrate competency in the other core academic subject(s) he/she teaches through the HOUSSE no later than two years after the date of employment.~~

Satisfaction of Requirements Outside District

~~A teacher who has been determined by another school district in California to have met the teacher qualification requirements for the grade level and/or subject taught shall not be required to demonstrate again that he/she meets those requirements. (5 CCR 6120)~~

~~A teacher who has been determined to meet the subject matter competency requirements outside of California shall be considered to have met those subject matter requirements for the particular~~

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~~subject and/or grade span in California. The date of issuance of a valid out-of-state credential shall be used to identify a teacher as new or not new to the profession. (5 CCR 6125)~~

~~A teacher prepared in a country other than the United States shall be considered to have met the NCLB teacher requirements if he/she: (5 CCR 6126)~~

- ~~1. Holds a degree from a foreign college or university that is at least equivalent to a bachelor's degree offered by an American institution of higher education.~~
- ~~2. Has completed a teacher preparation program that meets CTC requirements for out-of-country trained teachers.~~
- ~~3. Demonstrates subject matter competency for the grade span and subjects taught through the same or equivalent processes and methods required by California teachers.~~
- ~~4. Holds a California teaching credential.~~

Certification of Compliance

~~All teachers teaching core academic subjects shall complete and sign a certificate of compliance with NCLB requirements and attach appropriate documentation. The Superintendent or designee shall verify the information and retain the signed original copy.~~

~~The principal of each school receiving Title I funds shall annually attest in writing as to whether the school is in compliance with NCLB requirements related to teacher qualifications. Copies of the attestation shall be maintained at the school and at the district office and shall be available to any member of the public upon request. (20 USC 6319)~~

District Plan for Highly Qualified Teachers

~~Within the district's Title I local educational agency plan, the Superintendent or designee shall develop a plan for ensuring that all teachers of core academic subjects will meet NCLB requirements in accordance with law. As part of this plan, the Superintendent or designee shall provide high-quality professional development designed to enable teachers to meet NCLB requirements. (20 USC 6312, 6319)~~

Parent Notifications

~~At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request~~

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~~information regarding the professional qualifications of their child's classroom teachers, including but not limited to: (20 USC 6311)~~

- ~~1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction~~
- ~~2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived~~
- ~~3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree~~
- ~~4. Whether the student is provided services by paraprofessionals and, if so, their qualifications~~

~~(cf. 1312.4—Williams Uniform Complaint Procedures)~~

~~(cf. 4222—Teacher Aides/Paraprofessionals)~~

~~(cf. 5145.6—Parental Notifications)~~

~~In addition, the Superintendent or designee shall provide timely notice to individual parents/guardians of students attending a Title I school whenever their child has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who does not meet NCLB teacher qualification requirements. (20 USC 6311; 34 CFR 200.61)~~

~~The Superintendent or designee shall notify teachers, as appropriate, prior to distributing the above notice to parents/guardians.~~

~~The notice and information provided to parents/guardians shall be in an understandable and uniform format and, to the extent practicable, be provided in a language that the parents/guardians can understand. (20 USC 6311)~~

~~Adopted: 9-17-02~~

~~Amended: 3-04, 3-06, 7-08~~

**OAK PARK UNIFIED SCHOOL DISTRICT
EXHIBIT**

Series 4000 _____ *Personnel* _____ *E 4112.24(a)*

Teacher Qualifications Under The No Child Left Behind Act

ATTESTATION REGARDING QUALIFICATIONS OF TITLE I TEACHERS

~~Instructions: The following certification must be annually completed and signed by each principal in a school that operates a Title I program pursuant to 20 USC 6314 (schoolwide programs) and 20 USC 6315 (targeted assistance schools).~~

~~School: _____ Principal: _____~~

~~I certify that all teachers hired after the first day of the 2002-03 school year to teach core academic subjects in a program supported by Title I funds meet the following qualifications:~~

- ~~1. Hold at least a bachelor's degree~~
- ~~2. Have a credential or are currently enrolled in an approved intern program for less than three years~~
- ~~3. Have demonstrated subject matter competence as required by 5 CCR 6100-6115 for the grade level(s) taught and the teacher's length of time in the profession~~

Signature of Principal _____ Date _____

OAK PARK UNIFIED SCHOOL DISTRICT
EXHIBIT

Series 4000

Personnel

E 4112.24(b)

PARENTAL NOTIFICATION OF TEACHER QUALIFICATIONS

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the No Child Left Behind (NCLB) Act. This federal law requires that parents/guardians be notified when a teacher who has not demonstrated that he/she meets the NCLB teacher requirements has taught their child for four or more consecutive weeks.

Under the NCLB, teachers of core academic subjects are required to hold state certification and demonstrate subject matter competency for the grade span or subject matter taught. Newly hired Title I teachers must meet the NCLB requirements when hired. All other teachers have until the end of the 2005-06 school year to meet the requirements.

These requirements help us to ensure that all our students receive the best education by teachers who are highly skilled and knowledgeable in their subject areas. Our school district is currently working to determine that our teachers meet these requirements and, if necessary, help teachers meet the requirements through additional support and training.

Currently, a teacher who is authorized to teach in California, but who has not yet completed the process for meeting the NCLB requirements, has taught your child for four or more consecutive weeks. Under the law, school districts have until June 2006 to determine if all their teachers meet the federal requirements. Therefore, your child's teacher may meet the requirements and has just not had the opportunity to demonstrate that he/she does.

You may contact [insert school name] to request the qualifications of your child's teacher. If you have any questions, please contact [insert principal name] at [insert telephone number].

Adopted: 9-17-02

Amended: 3-04

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: VII.1 MONTHLY ENROLLMENT AND ATTENDANCE REPORT INFORMATION

ISSUE: Shall the Board receive and review a status report on District enrollment and attendance through Month 1 of the 2016-17 school year?

BACKGROUND: As student enrollment and attendance plays a key roll in determining General Fund revenues, staffing, and expense, it is critical that the Board and Administration carefully monitor these factors in assessing both appropriate student support and the District's financial position. Accordingly, staff has prepared the following enrollment and attendance information through the end of the most recent reporting period to assist in this review.

RECOMMENDATION: None. Information only.

Prepared by: Shannan Kaesberg, Senior Accountant
Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

MONTHLY REPORT OF ENROLLMENT AND ADA

Board Meeting October 18, 2016

Page 1

Site/ Grade	YEAR TO DATE		Month 1		Month 2		Month 3		Month 4	
	ENRL*	ADA	ENRL*	ADA	ENRL*	ADA	ENRL	ADA	ENRL	ADA
BES										
K	94	92.00	94	92.00						
1	73	71.11	73	71.11						
2	95	92.42	95	92.42						
3	103	100.94	103	100.94						
4	93	91.26	93	91.26						
5	124	121.53	124	121.53						
SDC	0	-	0	-						
Total	582	569.26	582	569.26						
ADA % **		97.81%		97.81%						
OHES										
K	95	91.74	95	91.74						
1	71	69.95	71	69.95						
2	70	68.79	70	68.79						
3	84	82.63	84	82.63						
4	90	88.11	90	88.11						
5	93	91.78	93	91.78						
SDC	0	-	0	-						
Total	503	493.00	503	493.00						
ADA % **		98.01%		98.01%						
ROES										
K	97	93.68	97	93.68						
1	93	88.63	93	88.63						
2	95	92.15	95	92.15						
3	106	103.16	106	103.16						
4	95	92.32	95	92.32						
5	119	117.11	119	117.11						
SDC	0	-	0	-						
Total	605	587.05	605	587.05						
ADA % **		97.03%		97.03%						
MCMS										
6	363	359.37	363	359.37						
7	362	355.74	362	355.74						
8	381	372.00	381	372.00						
SDC	4	4.00	4	4.00						
Total	1110	1,091.11	1110	1,091.11						
ADA % **		98.30%		98.30%						
OPHS										
9	387	381.63	387	381.63						
10	398	389.63	398	389.63						
11	389	376.00	389	376.00						
12	345	331.58	345	331.58						
SDC	5	4.95	5	4.95						
Total	1524	1,483.79	1524	1,483.79						
ADA % **		97.36%		97.36%						
OVHS										
10-12	41	40.21	41	40.21						
ADA % **		98.07%		98.07%						
OPIS										
K-12	211	197.95	211	197.95						
ADA % **		93.82%		93.82%						
Other ***										
	1	1.00	1	1.00						
TOTALS										
K-12	4577	4,463.37	4577	4,463.37						
ADA % **		97.52%		97.52%						

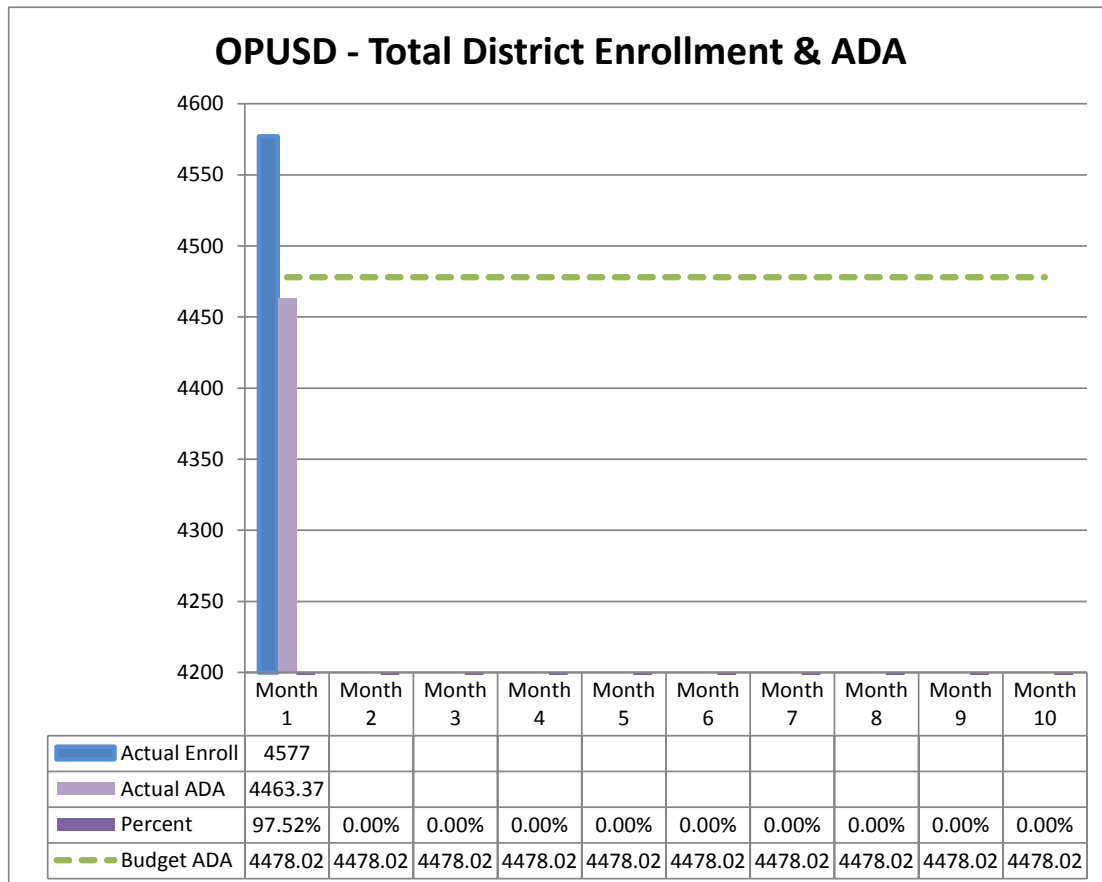
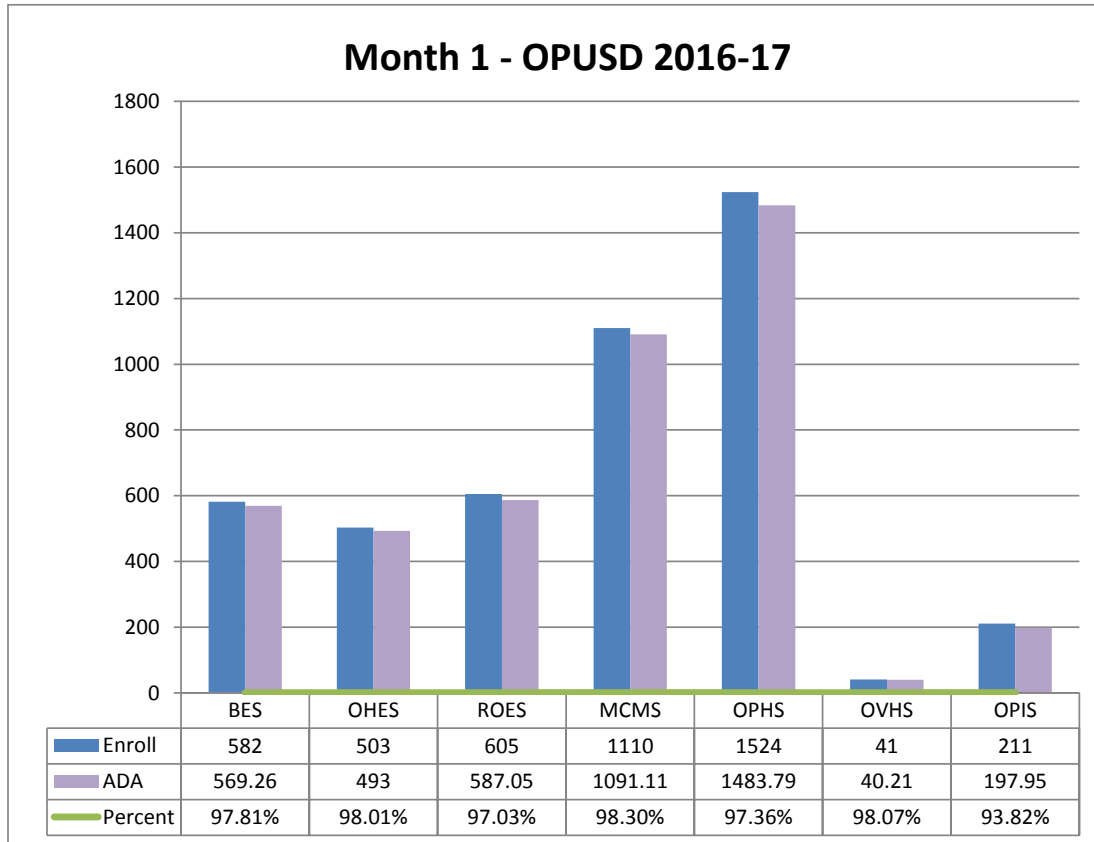
*Enrollment is as of the last day of the school month.

**% of Attendance is ratio of ADA generated during the period divided by last day enrollment.

***Other is Home Hospital, Non Public Schools, and Extended Year.

September 10, 2016

OAK PARK USD - ATTENDANCE



TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: OCTOBER 18, 2016
SUBJECT: VII.2. MONTHLY CASH FLOW REPORT

INFORMATION

ISSUE: Shall the Board receive and review a status report on District's actual and projected cash flow as of September 30th of the 2016-17 fiscal year?

BACKGROUND: The State's funding appropriation schedule for school districts is always challenging. In its 2016-17 adopted budget, the State once again fully funds current year appropriations, eliminating its routine of previous budget years of deferring current year cash apportionments to subsequent fiscal years. Nevertheless, continuing its practice of the last several years, the Business Office produces a cash flow report each month as an ongoing tool to assist the both the Administration and Board in analyzing and managing the District's cash and remaining cash-solvent. This month's report follows for the Board's information and review.

RECOMMENDATION: None - for information only.

Prepared by: Barbara Dickerson, Director, Fiscal Services
Martin Klauss, Assistant Superintendent, Business and Administrative Services

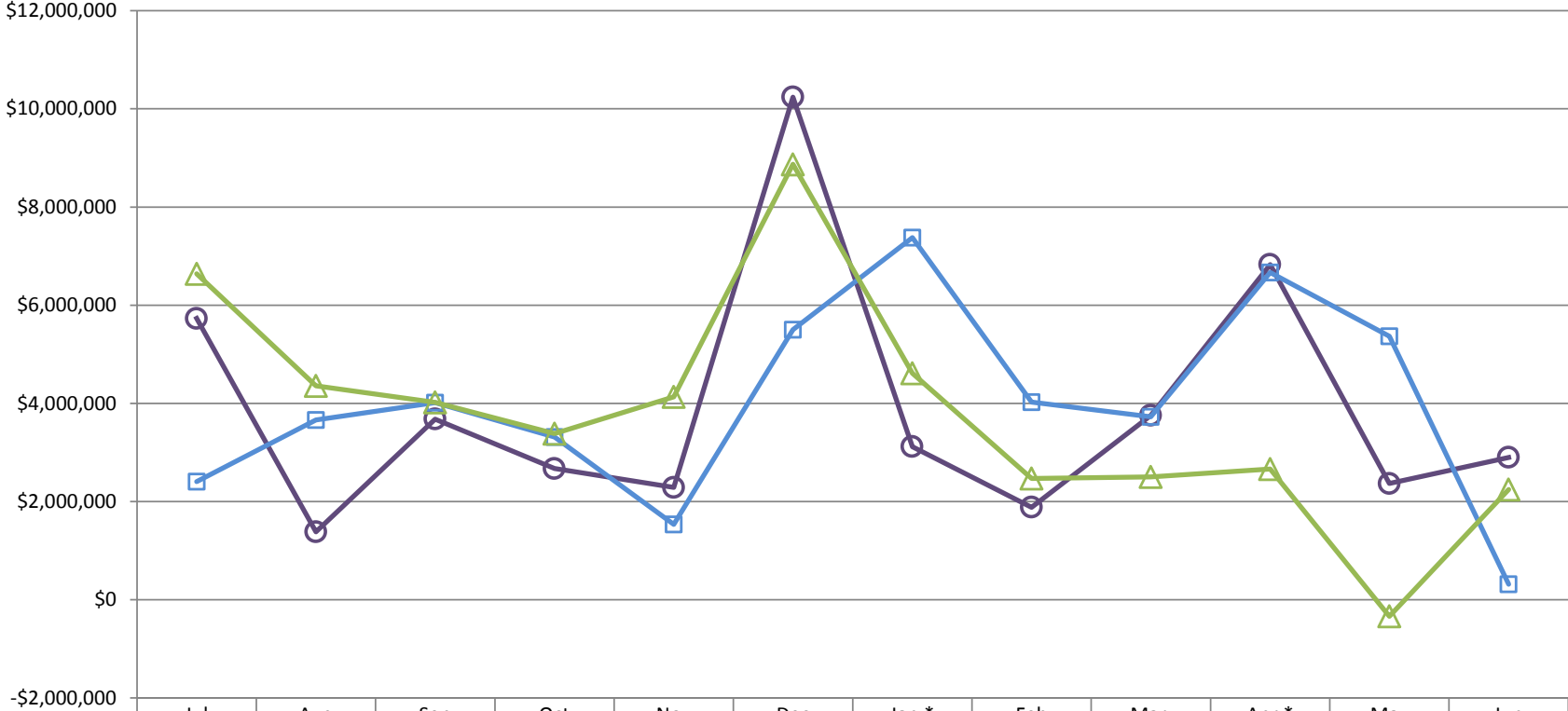
Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

OAK PARK UNIFIED SCHOOL DISTRICT - CASH FLOW										
Year: 2016-17 Budget										
Budget: Adopted										
Actuals through September 30, 2016										
BEGINNING BALANCE BASED ON 2015-16 YEAR-END ACTUALS										
	Object	July	August	September	October	November	December	January	February	March
A. BEGINNING CASH	9110	\$3,313,613	\$6,637,681	\$4,359,005	\$4,022,429	\$3,382,252	\$4,135,179	\$8,871,816	\$4,613,969	\$2,472,262
B. RECEIPTS										
Revenue Limit Sources										
Principal Apportionment	8010-8019	965,968	965,968	3,218,353	1,887,146	1,887,146	3,320,884	1,887,146	1,579,170	3,182,200
Property Taxes	8020-8079	7,700	49,852	265	26,802	120	5,607,760	197,634	0	29,055
Miscellaneous Funds	8080-8099	0	0	0	0	0	0	0	0	0
Federal Revenue	8100-8299	2,376	0	52,794	6,141	-1,824	7,058	8,385	-1,072	13,637
Other State Revenue	8300-8599	319,640	1,355	0	209,325	-297,357	492,670	720,177	10,548	44,163
Other Local Revenue	8600-8799	220,494	243,775	373,249	494,052	261,752	808,884	311,699	290,426	484,936
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS		1,516,179	1,260,950	3,644,661	2,623,466	1,849,836	10,237,256	3,125,039	1,879,073	3,753,991
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	165,775	2,003,557	2,058,612	2,254,283	2,046,105	2,023,246	2,023,905	2,035,298	2,029,378
Classified Salaries	2000-2999	201,337	542,519	571,444	578,999	578,798	553,108	549,381	587,910	588,623
Employee Benefits	3000-3999	73,535	855,029	865,361	858,120	836,757	832,895	831,826	842,598	843,220
Books, Supplies	4000-4999	34,875	123,166	152,564	128,995	109,056	108,690	82,333	55,992	78,992
Services	5000-5999	139,513	293,893	438,516	373,292	261,652	268,047	322,104	257,046	278,723
Capital Outlay	6000-6599	21,771	0	156,448	7,030	14,568	21,926	64,955	15,840	40,320
Other Outgo - Excess Costs	7000-7499	3,799	32,244	6,838	9,720	21,414	7,852	34,322	19,044	84,482
Interfund Transfers Out	7600-7629	25,000	0	0	76,862	11,908	11,908	0	7,443	0
All Other Financing Sources	7630-7699	0	0	0	0	0	0	0	0	0
Other Disbursements/Non Expenditures		0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		665,606	3,850,408	4,249,783	4,287,301	3,880,258	3,827,672	3,908,828	3,821,170	3,943,738
D. BALANCE SHEET TRANSACTIONS										
Accounts Receivable	9200	158,347	122,193	35,751	49,720	438,581	1,348	-5,996	4,145	184
Accounts Payable	9500	-1,739,851	188,589	232,794	973,939	2,344,767	-1,674,294	-1,440,563	-203,755	218,831
Current Loans (Cross Yr TRAN/Other)	9640	0	0	0	0			0	0	0
Current Loans (Current Yr TRANS)	9640	4,055,000	0	0	0	0	0	-2,027,500	0	
TOTAL PRIOR YEAR TRANSACTIONS		2,473,496	310,782	268,546	1,023,659	2,783,348	-1,672,946	-3,474,059	-199,610	219,015
E. NET INCREASE/DECREASE (B-C+D)		3,324,069	-2,278,676	-336,576	-640,176	752,926	4,736,638	-4,257,847	-2,141,707	29,268
F. ENDING CASH (A+E)		6,637,681	4,359,005	4,022,429	3,382,252	4,135,179	8,871,816	4,613,969	2,472,262	2,501,530
G. ENDING CASH, PLUS ACCRUALS										

OAK PARK UNIFIED SCHOOL DISTRICT - CASH FLOW						
Year: 2016-17 Budget						
Budget: Adopted						
Actuals through September 30, 2016						
	Object	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	\$2,501,530	\$2,661,283	(\$337,467)		
B. RECEIPTS						
Revenue Limit Sources						
Principal Apportionment	8010-8019	1,579,170	1,579,170	2,713,963	0	24,766,284
Property Taxes	8020-8079	3,727,513	41,020	489,658	0	10,177,379
Miscellaneous Funds	8080-8099	0	0	0	0	0
Federal Revenue	8100-8299	0	10,469	536,991	323,923	958,878
Other State Revenue	8300-8599	327,763	462	312,531	0	2,141,277
Other Local Revenue	8600-8799	811,909	737,870	379,629	-1	5,418,673
Interfund Transfers In	8910-8929	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0
TOTAL RECEIPTS		6,446,356	2,368,991	4,432,772	323,922	43,462,491
C. DISBURSEMENTS						
Certificated Salaries	1000-1999	2,025,948	2,156,817	126,809	0	20,949,732
Classified Salaries	2000-2999	561,076	537,214	377,095	0	6,227,504
Employee Benefits	3000-3999	837,759	869,136	106,384	0	8,652,620
Books, Supplies	4000-4999	57,332	84,761	41,932	0	1,058,689
Services	5000-5999	324,993	198,552	923,060	0	4,079,392
Capital Outlay	6000-6599	0	4,873	52,269	0	400,000
Other Outgo - Excess Costs	7000-7499	4,734	18,297	286,821	0	529,567
Interfund Transfers Out	7600-7629	8,931	0	260,099	0	402,153
All Other Financing Sources	7630-7699	0	0	0	0	0
Other Disbursements/Non Expenditures		0	0	0	0	0
TOTAL DISBURSEMENTS		3,820,774	3,869,650	2,174,468	1	42,299,656
D. BALANCE SHEET TRANSACTIONS						
Accounts Receivable	9200	381,604	-1,758	-1,533,685	253,629	(95,937)
Accounts Payable	9500	-819,933	-1,496,334	1,858,747	0	(1,557,062)
Current Loans (Cross Yr TRAN/Other)	9640	0	0	0	0	0
Current Loans (Current Yr TRANS)	9640	-2,027,500			0	0
TOTAL PRIOR YEAR TRANSACTIONS		-2,465,829	-1,498,092	325,062	253,629	(1,652,999)
E. NET INCREASE/DECREASE (B-C+D)		159,753	-2,998,750	2,583,365	577,550	(490,164)
F. ENDING CASH (A+E)		2,661,283	-337,467	2,245,898	577,550	(490,164)
G. ENDING CASH, PLUS ACCRUALS					2,823,448	

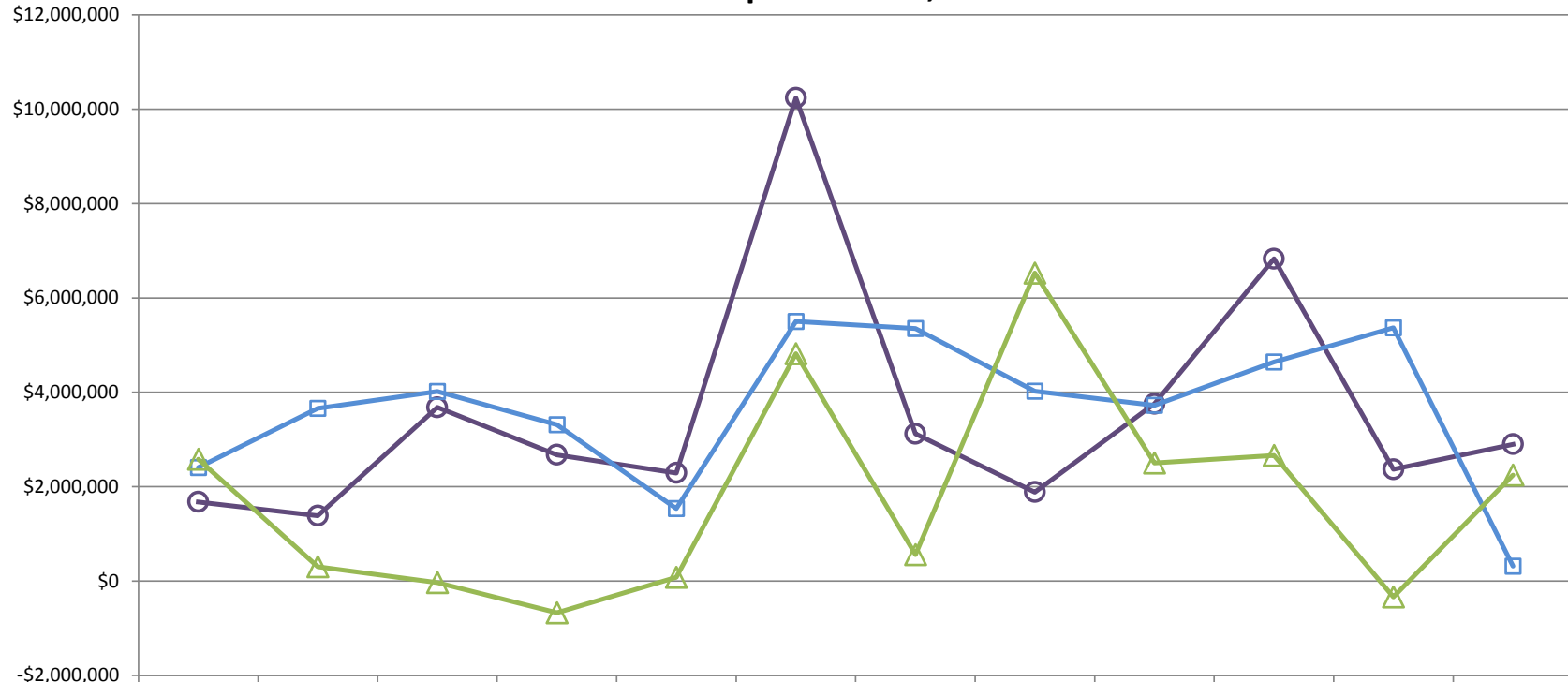
OPUSD - Cashflow Actuals thru September 30, 2016



	Jul	Aug	Sep	Oct	Nov	Dec	Jan *	Feb	Mar	Apr *	May	Jun
Revenue + AR	5,729,525	1,383,143	3,680,412	2,673,185	2,288,417	10,238,604	3,119,043	1,883,217	3,754,176	6,827,960	2,367,233	2,899,087
Expense + AP	2,405,457	3,661,819	4,016,989	3,313,361	1,535,491	5,501,966	7,376,891	4,024,925	3,724,907	6,668,206	5,365,984	315,721
Cash Balance	6,637,681	4,359,005	4,022,429	3,382,252	4,135,179	8,871,816	4,613,969	2,472,262	2,501,530	2,661,283	-337,467	2,245,898

* NOTE: **TRAN loan proceeds included in Revenue and Cash Balance lines: July \$4,055,000.**
TRAN repayment included in Expense and Cash Balance lines: January \$2,027,500 and April \$2,027,500.

OPUSD - Cashflow without TRAN Actuals thru September 30, 2016



	Jul	Aug	Sep	Oct	Nov	Dec	Jan *	Feb	Mar	Apr *	May	Jun
Revenue + AR	1,674,525	1,383,143	3,680,412	2,673,185	2,288,417	10,238,604	3,119,043	1,883,217	3,754,176	6,827,960	2,367,233	2,899,087
Expense + AP	2,405,457	3,661,819	4,016,989	3,313,361	1,535,491	5,501,966	5,349,391	4,024,925	3,724,907	4,640,706	5,365,984	315,721
Cash Balance	2,582,681	304,005	-32,571	-672,748	80,179	4,816,816	558,969	6,527,262	2,501,530	2,661,283	-337,467	2,245,898

*** NOTE:** TRAN loan proceeds not included in Revenue and Cash Balance lines: July \$4,055,000.
TRAN repayment not included (January \$2,027,500 and April \$2,027,500).

TO: MEMBERS, BOARD OF EDUCATION
FROM: SARA AHL, PRINCIPAL, BROOKSIDE ELEMENTARY SCHOOL
DATE: OCTOBER 18, 2016
SUBJECT: X.1. MONTHLY BOARD REPORT

SCHOOL EVENTS:

- October is Kindness month! Mrs. Baxter kicked off the month's character trait at a recent Monday Morning Assembly. We will be celebrating kindness at the end of the month with a kindness assembly for DK-3 students, in which their kindness chain will be displayed. All month our upper grade students are serving as Secret Kindness Agents!
- Walk to School Wednesday was a blast and we had our best turnout ever! With over fifteen teachers participating, we had dozens of students participate. Stripes the Tiger was on hand to congratulate students, teachers, and families as they arrived at school.



- Student Council is sponsoring "Socktober," a month-long event to promote a school-wide community service to collect socks to give to the homeless. Socks have been reported to be the item most in need for those without permanent homes. We are collecting socks of any size and type between October 5 and October 14. The kick off celebration for Socktober is taking place during a morning assembly on Thursday, October 13.

- Magic Morgan assemblies were a hit with the students and staff. Everyone walked away with some new knowledge of American Sign Language and an appreciation for the power of overcoming obstacles in life.



- Mrs. Farlow's class is truly enjoying their new aquarium. They were thrilled to have Dr. Knight bring the new addition to their classroom and set it up. They also got a lesson in caring for the new fish and their habitat!



- Music Van once again brought great exposure and excitement to our 3rd and 5th grades students in regards to instrumental music. We thank New West Symphony and Neiman Marcus, their sponsor for providing such a memorable experience for our students. We also thank MCMS students for volunteering their time as mentors!



FIELD TRIPS:

- Our 5th grade students brought art to life when they visited CReATE Studio in Westlake Village to complete their social studies unit on Native Americans. In small groups they collaboratively developed inventions that would have benefited one of the different tribes during their era in history. Some very impressive pieces were created and we continue to highly value our partnership with CReATE.



- Traveling to Portland to participate in the one-day course, “Implementing Rigorous Units of Study in Writing” was the thrill of the year for me and the whole team. It was an invaluable experience to converse with Lucy Calkins herself and to learn from her about the implementation of writer’s workshop in the classroom. We accepted the challenge to get a selfie with Lucy. Mission accomplished!



SCHOOL SITE COUNCIL:

Brookside School Site Council met on October 11, 2016.

CALENDAR HIGHLIGHTS:

October 14	4 th Grade Writing Celebrations
October 20	5 th Grade to Santa Cruz Island
October 24	Challenge Success Teacher Session
October 27	PTA Reflections Gallery Night

Respectfully Submitted,

Anthony W. Knight, E.d.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: ERIK J. WARREN, PRINCIPAL, OAK HILLS ELEMENTARY SCHOOL

DATE: OCTOBER 18, 2016

SUBJECT: X.2. MONTHLY BOARD REPORT

Oak Hills Dance-A-Thon

Our annual Dance-a-Thon was held Friday, September 30th. Students danced their hearts out for over an hour, had lots of fun and got some great exercise. The sponsorships our students gathered raised critical funds to support essential programs. We set a fundraising goal that was just above the record set a few years ago, and our students and their families beat that goal by a significant margin. We are very appreciative of not only our students' hard work, but also the generosity of parents, friends and relatives who contributed to this exciting fundraiser.

Shade Structure Installed

Our students are enjoying playing in the shade of our new shade sails flying above the play structure. These were installed just in time to provide some much needed relief from the recent heat wave. A big thank you goes out to the District facilities team for making this happen.

Valley View Park

Valley View Park, known by our students as 'the upper park', will be undergoing a complete renovation. We have been working with the Rancho Simi Parks and Recreation Department (RSRPD) to ensure that they have the benefit of our input, both in the design of the park and the execution of the construction project. The project includes replacing all the old play equipment with new equipment, and making several other repairs and improvements. The RSRPD will be replacing the sand under the play structures with wood chips. While we prefer sand for many reasons, the RSRPD staff has reassured us that the engineered wood fiber provides adequate fall protection while maintaining satisfactory access for disabled individuals. The park will include a sand play area, separate from the play structures, which has been expanded from the original design based on our input.

Construction began Monday, January 30th, and is expected to be complete within about 5 weeks. During construction, the RSRPD staff will make every effort to maintain access from the parking lot on Los Arcos Dr. to the Oak Hills campus. This is important because many of our parents use this area to drop off and pick up their children. Since the access will be maintained, we do not expect a significant increase in traffic congestion around the campus. The play area itself will be closed to all users.

We are grateful to the RSRPD for working collaboratively with the school district to ensure that the project will result in an outstanding new facility while minimizing disruption to our school program.

Respectfully Submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: JON A. DUIM, PRINCIPAL, RED OAK ELEMENTARY SCHOOL

DATE: OCTOBER 18, 2016

SUBJECT: X.3. MONTHLY BOARD REPORT

Music Assembly and Music Van

On Tuesday, September 20, representatives of the New West Symphony presented a music assembly in our Multipurpose Room to our 3rd, 4th and 5th grade students. Many different wind, wood and percussion musical instruments were demonstrated. After the assembly each class was scheduled to come back so that the students could try out each instrument. Many parent volunteers were on hand to assist students with sanitized mouthpieces and by helping students with the correct grips and airflow to make sound. Scheduling for all the upper grade classes for an hour long exploration occurred over a two-day period, September 20 and 21. The Ventura County Music Van program run by Erin Boskovich provided the instruments. The event was held partly to interest students in joining the after school enrichment band program. This year we have 25 students signed up for band so far.

Gardening Classes

Gardening classes began on Monday, October 6 at our campus garden. This is the first of the fall sessions involving classes of 4th through 5th grades. Other grades levels will be scheduled later. Debra Leith, our new district garden specialist, lead a team that provided the lessons. Each lesson was 30 minutes in duration. During the lesson there was a general introduction to the Topic of the Week followed by activities in and around the garden. Each class featured three centers/stations. Debra guaranteed that even the grown ups will learn some great gardening information and growing tips! Future topics include soils, seeds, plants, bugs and insects, conservation/climate and food harvest.

Respectfully Submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: BRAD BENIOFF, PRINCIPAL, MEDEA CREEK MIDDLE SCHOOL

DATE: OCTOBER 18, 2016

SUBJECT: X.4. MONTHLY SCHOOL REPORT

Walk To School Day October 5th: MCMS Fitness Club will meet students interested in walking to school at two community areas to encourage walking to school.

Diagnostic Center Professional Development for MCMS and Selected OPUSD Staff October 10th: The first of two (November 7th is the following one) professional developments to assist schools meet the growing social/emotional needs of students.

Astrocamp Information Night: October 13th at 6:00 p.m.in the Gym: Parent/student information night about the upcoming trip.

Guest Speaker from NASA addresses 8th graders October 14th
Fernando Abilleira, Mars Mission Design and Navigation Manager at NASA/JPL, will be sharing his work with interested students at lunch in the gym.

MCMS Goes to Mt. SAC October 14th: Many thanks to our Coach Kathryn Klemecki for coordinating 6th-8th graders to compete in this year's event. Good Luck, everyone!

Great California Shake-Out Drill October 20th: The MCMS campus community will review Emergency Procedures during this State-wide event.

Catalina Information Night: October 20th at 6:00 in the Gym: Parent information night about the upcoming trip.

Astrocamp Curricular Trip October 26-October 28th : 8th graders are led by teacher Michael O'Hagan and counselor Rob Sitomer and assisted by parent chaperones as they explore physical science in the mountains of Idyllwild.

Thank you to Counselors, Dianne Large and Rob Sitomer for launching WEB ("Where Everyone Belongs") with great student activities, continuing to connect our 6th and 8th graders; 8th grade WEB leaders also assisted and welcomed 6th graders at our first dance.

The Month of October: More than 20 8th grade mentor/scientists GATE students will assist the 5th graders on their expedition to Santa Cruz Island, exploring flora and fauna and more. We appreciate Sharon Lavene, MCMS GATE Coordinator for her efforts in arranging this great opportunity with students and Dr. Knight for his time with the students at MCMS, orienting them to the important work of maintaining and learning from the Island.

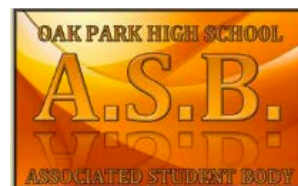
Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS OF THE OAK PARK UNIFIED BOARD OF EDUCATION
FROM: KEVIN BUCHANAN, PRINCIPAL, OAK PARK HIGH SCHOOL
DATE: OCTOBER 18, 2016
SUBJECT: X.5. MONTHLY BOARD REPORT

HOMECOMING ACTIVITIES

ASB held a very spirited Homecoming rally. Many students felt it was one of the best rallies in years. The same evening, the OPHS football team beat W. Adams High and the half-time activities included the crowning of the homecoming king and queen along with fireworks topped off with a horse drawn chariot in which the king and queen rode off in style. After a long delay because of transportation issues a touching pre-game memorial was held in memory of Red Oak student Luc Bodden where Luc's family were honored and the team gave flowers to Mrs. Bodden. On Saturday evening in the gym, the homecoming dance drew over 500 students to a Greek themed event and all had a good time. No disciplinary incidents to report. Kudos to the ASB Advisors, Ms. Heidi Cissell and Mr. D.J. Cook and all of the ASB Student Leadership



CLUB WEEK

Club week was held in the Pavilion and the students were out in force with a total of 68 on-campus clubs ranging from the American Heart Association to the Young Social Activists.

NEW STUDENT LUNCHEON

Advanced Peer Counselors invited all new students to a luncheon on the great lawn over two days in September. Freshmen enjoyed Tony's pizza on the first day, and sophomores through seniors gathered on the second day.

NATIONAL MERIT SCHOLARSHIP PROGRAM

Four OPHS seniors have been selected as Semi-finalists for the 2017 National Merit Scholarship Program. In addition to these four semi-finalists, 21 students were also recognized as National Merit Commended Scholars. Semi-finalists represent the top 1% of each state's high school seniors, and Commended Scholars the top 3%. Pictured from left to right, Principal Kevin Buchanan, Tara Foroohar, counselor Randal MacLelland, Grigory Manyak, counselor Suzie Stasiefski Matthew Yerich, and Alexander John



COLLEGE KNOWLEDGE NIGHT

Calabasas High School is hosting an evening of workshops ranging from financial aid and essay writing, to the application process of public and private colleges and universities for parents and students from all local schools at on October 5th. College Knowledge Night is a collaborative effort of the Parent Faculty Clubs of Calabasas, Oak Park, and Agoura High Schools.

OPHS MAC REPRESENTATIVE

We reviewed the student applications for the position of representative to the MAC through an application process that includes a written statement of intent and interview. Junior, Olivia Chang was the student selected and attended the September 27th MAC meeting. Beginning next year, the MAC student representative will be added to the ASB election process and will be elected based on his or her understanding of school and community issues and a commitment to improvement on both fronts.

WASC FOCUS ON LEARNING SELF STUDY AND ACCREDITATION VISIT



OPHS is in the first year of our new six-year accreditation cycle with a mid-cycle one-day visit scheduled for 2019. We have begun the process of implementing our action plan and have already completed some of the tasks in the area of organizational structure (Goal 3). Once we have completed the Department Chair job description and selection process tasks, we will begin the process of completing the tasks associated with alleviating student stress.

SAFE SCHOOL AMBASSADORS

OPHS Safe School Ambassadors held their annual Kick-Off event on September 7th, and proved to be a very positive start to this year's program. SSA is a nationwide bystander education program that harnesses the power of students to prevent and stop bullying and violence. The program relies on the power of the socially-influential leaders of the school's diverse cliques, the ones who shape the social norms that impact other students' behavior.



SCHOOL SAFETY



We have focused our attention this October on school safety with several activities including a full review of our safety and disaster procedures. OPHS will participate in the Great Shake Out on October 20. The Principal's message this month outlines our various emergency preparedness measures and procedures.

THE MERRY WIVES OF WINDSOR

Opening October 20-22 and under the direction of Mr. Allan Hunt and produced by the Oak Park Performing Alliance (OPPA) our students are well into rehearsals for our fall Shakespeare production. This play will be set in London during the swinging '60s. Later in the year, we will be staging the musical "Hair", along with a student-led "Spotlight" production to be named later.



FRESHMAN COUNSELING

Beginning on October 10 and running through November at 3:00 pm in room G-9, freshmen parents and students are invited to attend presentations, which address the following topics:

- High school graduation requirements
- UC/CSU "a-g" requirements
- College entrance exams
- Effective study skills
- Support, resources and Naviance information

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: STEWART MCGUGAN, DIRECTOR OF ALTERNATIVE EDUCATION

DATE: OCTOBER 18, 2016

SUBJECT: X.6. MONTHLY BOARD REPORT



GIRLS EMPOWERMENT

We had such a great success with last year's girls empowerment group that we are bringing them back to run a group each semester for OPIS and OVHS students. The Girls Empowerment Workshop aims to educate, empower and inspire girls by raising awareness, developing communication skills and cultivating self-respect. The group is normally an 8-10 week curriculum. However, we completed most of it in a 4-week stint. The curriculum covered consists of the following:

- Finding Common Ground and Respecting Others
- Bullying and Sexual Harassment
- Social Media
- Media Literacy
- Body Image, Eating Disorders and Self Care
- Depression, Self-Injury and Suicide
- Sexuality, Sex Education, Abstinence
- Sexual Assault Awareness
- Sex trafficking Information
- Healthy Relationships
- Communication and Assertiveness Skills
- Personal Safety



VENTURA COUNTY INNOVATES EDUCATION SUMMIT

All of our VCI/ROP staff members and Mr. McGugan were able to attend. Mr. McGugan led one breakout session for VCI on the "Best Practices for CTE Alternative Education Courses." Teachers were able to attend various meetings geared towards their individual subjects. It ended with all teachers meeting to discuss responsibilities of being an ROP teacher. Overall, it was a great summit.

INTERFACE

Interface was able to visit Mrs. Kelem's health class to speak to the about the below areas. We also added several other students who we felt would benefit from the topics.

- Understanding the difference between respect, power and control
- Define and recognize the various forms of dating violence: physical, Verbal/emotional, sexual, and digital
- Understand the cycle of violence
- Define and identify the roles of participants in teen dating violence: Perpetrator, Target, bystander, and activist
- Become familiar with local and national resources available for targets and perpetrators of dating violence

VIDEO: WHY I LIKE OVHS

Our yearbook staff, with help from our teacher’s assistant, Emily Gnatowsky, are creating a new video that will go on our web page. The students are interviewing other students and asking them why they like OVHS and why is it such a special place to be at. The video should be completed by the end of October.

CLEAN TEEN BOWLING

We had our clean teen monthly testing and we had roughly 20 students on the team attend the bowling event. We went to Harley’s Bowling alley in Simi Valley. We were able to play roughly 3 games each and had lunch served at the bowling alley. We ended they day by playing in a school wide kick ball.



OAK PARK INDEPENDENT SCHOOL



OSB

Our high school and middle school OSBs have been working very hard on several important topics recently. They organized and collected letters to share with Luc Bodden’s family, especially his older brother Shane, who is a student at OPIS. They also have been diligently collecting box tops and making posters advertising the collection. We are currently planning our Halloween activities, which are coming up quickly. And since our students are constantly looking for ways to serve the community, we are brainstorming other future philanthropic activities such as collecting blankets for the animal shelter.

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION
FROM: KIM GREGORCHUK, DIRECTOR, OAK PARK NEIGHBORHOOD SCHOOL
DATE: OCTOBER 18, 2016
SUBJECT: X.7. MONTHLY BOARD REPORT

The calendar says that autumn has begun, but the weather seems to be telling us that summer is not finished yet! I so look forward to the autumn months of crisp morning air with cooler days and cold nights, but Southern California seems to operate on a different schedule than the rest of the country. These pictures from our recent field trip will show you how different Southern California is better than any words I can come up with.



We went to Malibu Lagoon to explore the tide pools. The weather was beautiful and everyone had a great time finding crabs, seaweed, shells, rocks, and even a sea slug. We are hoping to return in the spring and see how the area has changed over the year. The children are busy reading books about the oceans, sea life, and tide pools. They have been designing and making different kinds of fish and sea creatures to hang in their classrooms. We will see where this exploration leads.

During October, we will continue to focus on the classroom routines, including Community Day. Our first Community Day was October 7th. The children were so excited to visit the other classroom and explore the activities and projects happening there. We like the way Community Day helps to build relationships between all of the children and teachers.

As always, you have an open invitation to come by anytime to see the great work the children are doing. They always enjoy showing their work to others.

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

