Oak Park Unified School District Board of Education Meeting June 20, 2023 Agenda - 1087

Date: Tuesday, June 20, 2023

Place: **Oak Park High School Presentation Room – G9**
899 N. Kanan Road, Oak Park, CA 91377
Teleconference Location – *Board President Denise Helfstein will join via teleconference/videoconference pursuant to Board Bylaw 9320 Meetings and Notices and Government Code 54953 from the location listed below:*
6135 Bryndale Avenue, Oak Park, CA 91377

Members of the public will have the right to observe the meeting in person and on www.opusd.org/livestream and offer public comment in person at the meeting.

Time: **Closed Session: 5:00 pm**
Open Session: 6:00 pm

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
Denise Helfstein, Board President
Tina Wang, Vice President
Soyon Hardy, Clerk of the Board
Megan Lantsman, Member
Jim Moynihan, Member
Tess Leong, Student Board Member

ADMINISTRATION
Dr. Jeff Davis, Superintendent
Ragini Aggarwal, Executive Assistant and Communications Coordinator

Adam Rauch, Assistant Superintendent, Business & Administrative Services
Stewart McGugan, Assistant Superintendent, Human Resources
Tammy Herzog, Assistant Superintendent, Educational Services
Enoch Kwok, Director, Educational Technology & Information Systems
Marcus Konantz, Director, Pupil Services
Brendan Callahan, Director Bond Program, Sustainability, Maintenance, and Operations
Sara Ahl, Director of Extended Care Programs
Brad Benioff, Director of Student Support and School Safety

Next Regular Meeting, Tuesday, August 15, 2023, Oak Park High School, Presentation Room, G9

AGENDA IS POSTED AT THE DISTRICT OFFICE AND WEBSITE: https://www.oakparkusd.org/Page/10981

LAND ACKNOWLEDGEMENT STATEMENT, Approved by the Board of Education on May 18, 2021

The Oak Park Unified School District acknowledges the original inhabitants of the land that our school district encompasses. The land that our schools and facilities rest on has been the home to the Ventureño Chumash indigenous communities for at least the last 13,000 years. Please join us in honoring these ancestral grounds by expressing gratitude for the people who stewarded this land throughout the generations and continue to do so. We also celebrate the resilience and strength that all Indigenous people have shown and continue to show in our region and beyond in the face of systemic injustice.

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1. CALL TO ORDER CLOSED SESSION: 5:00 pm

2. PUBLIC SPEAKERS – CLOSED SESSION AGENDA ITEMS

The speaker cards are available in the Board Room and must be completed and handed to Ragini Aggarwal, Communications Coordinator/Executive Assistant, prior to the beginning of the meeting. To ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

The President of the Board will inquire if there are any public comments with respect to any item appearing on the regular meeting agenda or on any issue within the jurisdiction of the Governing Board. Individual speakers will be allowed three minutes to address the Board on each agenda or non-agenda item. Please adhere to the stipulated three minutes for your comments. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

Your comments are greatly appreciated. However, in regard to comments which are not on the agenda, the Board cannot enter into a formal discussion at this time, nor can a decision be made. Matters warranting discussion may be placed on a future

agenda. Thank you for your cooperation and compliance with these guidelines.

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

3.1 **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE:** Government Code Section 54957

3.2 **CONFERENCE WITH LABOR NEGOTIATORS:** Government Code 54957.6
Agency Designated Representative: Stewart McGugan
Employee Organizations: Oak Park Teachers Association and Oak Park Classified Association

3.3 **PUBLIC EMPLOYEE EMPLOYMENT:** Walk-On-Coaches, Campus Supervisors, Department Assistant I Educational Services, Instructional Assistant II SpEd, Instructional Assistant III Behavior, Librarian Media Technician, Secondary Teachers

3.4 **SUPERINTENDENT EVALUATION**

4. CALL TO ORDER - RECONVENE IN OPEN SESSION AT:

4.1 **Roll Call**

4.2 **Flag Salute**

4.3 **Report of Closed Session Actions Taken**

4.4 **Adoption of Agenda**
Action Required - Adoption of Agenda

4.5 **Public Comments: Speakers on Agenda and Non-Agenda items**
At the meeting, please submit a comment card to Ragini Aggarwal if you wish to address the Board. Please adhere to the stipulated three minutes for your comments. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

4.6 **Remarks from Board Members**

4.7 **Remarks from the Superintendent**

4.8 **Covid Safety Team Update and Recognition**

Mr. Brad Benioff, Director of Student Support and School Safety, will provide an update on COVID protocols and reporting requirements for the upcoming school year.

5. BUSINESS SESSION - 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.

5.1 **Approve Minutes of the Regular Meeting held on May 16, 2023 and Special Meetings held on May 17, 2023, June 7, 2023, and June 13, 2023** 16 - 28

Board Bylaw 9324 requires Board approval of minutes from previous meetings.

Minutes of Regular Meeting 5_16_2023.pdf

Minutes of Special Board Meeting 5_17_2023.pdf

Minutes of Special Board Meeting 6_7_2023.pdf

Minutes of Special Board Meeting 6_13_2023.pdf

5.2 **Approve Public Employee Employment/Changes Classified Personnel** 29 - 31

Pursuant to Board Policies 4112 and 4212, Board approval is required for public employee employment and changes.

Classified Personnel Report 6_20_2023.pdf

5.3 **Approve Public Employee Employment/Changes Certificated Personnel** 32 - 33

Pursuant to Board Policies 4112 and 4212, Board approval is required for public employee employment and changes.

Certificated Personnel Report 6_20_2023.pdf

5.4 **Ratify Purchase Orders May 1 - May 31** 34 - 40

Board Policy 3300 requires Board approval of Purchase Orders.

Ratify Purchase Orders 6_20_2023.pdf

5.5 **Approve Overnight Trip for Oak Park High School Speech and Debate Team for the Jack Howe Memorial Tournament, September 30-October 1, 2023 in Long Beach CA** 41 - 42

Board Policy 6153 requires Board approval for student overnight trips.

Approve Overnight Trip for OPHS Speech and Debate Team to Long Beach – Sept 30 - Oct 1, 2023.pdf

5.6 **Approve Resolution No. 2023-09, Appropriation and Budgeted Transfers Fiscal Year 2023-2024** 43 - 45

The resolution authorizes transfers of budget appropriations and budgeted transfer of monies between funds as needed during the fiscal year in order to balance expenditure classifications or to meet the budgeted obligations of one fund to another.

Resolution 2023-09 Appropriation Budgeted Transfers 2023-2024 6_20_2023.pdf

5.7 **Approve Resolution No. 2023-10, Temporary Loans Between District Funds for Fiscal Year 2023-2024** 46 - 48

The resolution authorizes temporary loans between funds during times when cash flow suffers prior to receipt of tax deposits or State revenue.

Resolution 2023-10 Temporary Loans Between District Funds 2023-2024 6_20_2023.pdf

5.8 **Approve Resolution No. 2023-11, Year End Budget and Interfund Transfers for Fiscal Year 2022-2023**

The resolution authorizes the Director of Fiscal Services to make any and all necessary budget transfers as required permitting the payment of obligations incurred by the District for the fiscal year ending June 30, 2023.

Resolution 2023-11 Year End Transfers 2022-2023 6_20_2023.pdf

5.9 **Approve Resolution No. 2023-12, Authority to Improve Compensation for Certain Categories of Employees After July 1, 2023** 49 - 51

Education Code Sections 45032/45162 provide that salaries can be set at any time during the year. This does not permit retroactivity. If the governing board declares in advance of the new fiscal year that compensation for certain categories of employees is to be indefinite, such action will suffice to permit retroactive compensation payments

back to the beginning of the fiscal year.

Resolution 2023-12 Authorizing Retroactivity for Unrepresented Employees 6_20_2023.pdf

5.10 **Approve Service Contracts June 20, 2023- June 30, 2023** 52 - 74

Board policy 3312 requires Board approval of contracts for services.

Approve Contracts Report June 20, 2023 Thru June 30, 2023.pdf

- F3 Legal Services Contract ID 677 6_20_2023.pdf
- Oak Park USD_Finalsite - Proposal 6_20_2023.pdf
- Oak Park USD_Escape Agreement 6_20_2023.pdf
- Niche Agreement 6_20_2023.pdf

6. EDUCATIONAL SERVICES

6.1 **Approve the 2023-2024 Oak Park Unified School District Local Control and Accountability Plan and the Local Indicators** 75 - 166

Education Code 52062 requires annual Board approval of the Local Control Accountability Plan and Local Indicators.

Approve the 2023-2024 OPUSD Local Control and Accountability Plan 6_20_2023.pdf

6.2 **Approve 2021-2022 School Accountability Report Cards (SARCs)** 167 - 261

Board Policy 0510 requires the Board to annually approve the SARCs for all district schools and evaluate the data contained in the SARCs.

Approve 2021-2022 School Accountability Report Cards (SARCs) 6_20_2023.pdf

- BES SARC 2021-22.pdf
- OHES SARC 2021-22.pdf
- ROES SARC 2021-22.pdf
- MCMS SARC 2021-22.pdf
- OPHS SARC 2021-22.pdf
- OVHS SARC 2021-22.pdf
- OPIS SARC 2021-22.pdf

6.3 **Approve 2023-2024 School Plan for Student Achievement Additional Targeted Support and Improvement Plan for** 262 - 329

Brookside Elementary

Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). Schools like BES that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. This plan must include a comprehensive needs assessment and be approved by the Board of Education before the first day of the 2023-2024 School Year.

Approve 2023-24 BES School Plan for Student Achievement:ATSI.pdf

6.4 **Approve 2023-2024 School Plan For Student Achievement/ Comprehensive Support And Improvement Plan for Oak View High School** 330 - 402

ESSA requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes. This plan has to include a comprehensive needs assessment and be approved by the Board of Education before the first day of the 2023-2024 School year.

Approve 2023-24 OVHS School Plan for Student Achievement:CSI.pdf

7. HUMAN RESOURCES

7.1 **Public Hearing and Approval of the District's Initial Proposal for Collective Bargaining Negotiations with Oak Park Teachers Association** 403 - 406

Board Policy 4143.1/4243.1 and Government Code 3547 requires public disclosure of all initial contract proposals between the District and the employee organizations.

Public Hearing and Approval of the District's Initial Proposal for Collective Bargaining Negotiations with OPTA.pdf

7.2 **Public Hearing and Approval of the District's Initial Proposal for Collective Bargaining Negotiations with Oak Park Classified Association** 407 - 410

Board Policy 4143.1/4243.1 and Government Code 3547 requires public disclosure of all initial contract proposals between the District and the employee organizations.

Public Hearing and Approval of the District's Initial Proposal for

Collective Bargaining Negotiations with OPCA.pdf

7.3 **Approve 2023-2024 Declaration of Need for Fully Qualified Educators** 411 - 416

Board Policy 4112.2 requires the Board to annually approve a Declaration of Need for Fully Qualified Educators, which certifies that there are an insufficient number of fully credentialed persons who meet the specified employment criteria required for the certificated positions. Prior to requesting that the Commission on Teacher Credentialing (CTC) issue an emergency permit or a limited assignment permit for an employee.

Approve Declaration of Need for Fully Qualified Educators 2023-2024 6_20_2023.pdf

8. BOARD

8.1 **Approve Certification of Signatures for the 2023-2024 School Year** 417 - 420

Education Codes 42632 and 42633 require that a statement of authorized agent(s) along with a verified signature must be filed at the beginning of each fiscal year, or after any reorganization or staff change, school districts need to declare the agent(s) authorized to sign orders, checks, contracts.

Approve Certification of Signatures 6_20_2023.pdf

8.2 **Approve Proposed Meeting Schedule for the 2023-2024 School Year** 421 - 422

The Board approved meetings from January 2023-December 2023 at the Organizational meeting held on December 13, 2022. For planning purposes, the Board is requested to approve the regular meetings schedule for the 2023-2024 school year.

Approve Board Meeting Schedule for 2023-24 6_20_2023.pdf

9. BUSINESS SERVICES

9.1 **Accept Oak Park Citizens Oversight Committee Annual Report** 423 - 428

Education Code 15278 requires the establishment of a Board appointed citizens' oversight committee to review and inform the public concerning the expenditure of bond revenues

Accept OPCOC Annual Report 6_20_2023.pdf

9.2 **Review and Approve the New Name of the Oak Park Neighborhood School** 429 - 443

Board Policy BP 7310 – Naming a School/Facility states that before adopting any proposed name, the Board shall take input from the public at a regular board meeting.

Review and Approve Name Change of Oak Park Neighborhood School 6_20_2023.pdf

9.3 **Approve the 2023-2024 Oak Park Unified School District Annual Budget** 444 - 447

Education Codes 42103 and 42127 require annual approval of the school district budget at the same meeting after the Board approves the LCAP.

Approve Annual Budget for 2023-2024 6_20_2023.pdf

Proposed Budget 2023-2024

9.4 **Approve 2023-2024 Employee Health Benefit Plans** 448 - 460

Pursuant to Board Policy 4154,4254,5354 Health and Welfare Benefits - The Governing Board recognizes that health and welfare benefits are essential to promote employee health and productivity and are an important part of the compensation offered to employees. The district shall provide health and welfare benefits for certificated and classified employees in bargaining units in accordance with state and federal law and subject to negotiated employee agreements.

Approve Employee Health Benefit Plans with CVT 6_20_2023.pdf

9.5 **Approve Measure S Project 22-22S OHES Student Bathroom Renovation** 461 - 462

Board approval is required to approve projects funded by Measure S Bond Fund

Authorize Measure S Project 22-22S Renovate Student Restrooms at OHES 6_20_2023.pdf

10. BOARD POLICIES

10.1 **Approve Amendment to Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability** 463 - 472

Board Policy 3460 has been updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." The updated policy was also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, which the County Superintendent of Schools is required or

authorized to consider when reviewing a district's budget. AR updated to add a new section - "Lease Accounting," to reflect GASB Statement 87, which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements. BP/AR 3460 are being updated with the recommended language from CSBA.

Approve amendment to BP:AR 3460 Financial Reports and Accountability 6_20_2023.pdf

10.2 **Approve Amendment to Board Policy and Administrative Regulation 3515 - Campus Security** 473 - 478

Board Policy 3515 has been updated to reflect NEW LAW (SB 906, 2022), which requires certificated and classified employees of the district, and other school officials, such as Governing Board members, whose duties bring the employee or other school officials in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. AR updated to NEW LAW (AB 1352, 2021) which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, NEW LAW (AB 2355, 2022) which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and NEW LAW (SB 906, 2022) which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. BP/AR 3515 are being updated with the recommended language from CSBA.

Approve amendment to BP:AR 3515 Campus Security 6_20_2023.pdf

10.3 **Approve Amendment to Administrative Regulation 3516.2 - Bomb Threats** 479 - 481

Regulation updated to reflect NEW LAW (P.L. 117-159), which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate

*recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. The regulation also updated to move and amend material regarding staff training, include and align language with the information provided by the U.S. Department of Homeland Security, and reflect NEW LAW (SB 906, 2022)**,** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. AR 3516.2 is being updated with the language recommended by CSBA.*

Approve amendment to AR 3516.2– Bomb Threats 6_20_2023.pdf

10.4 **Approve Amendment to Board Policy and Administrative Regulation 5131.7 - Weapons and Dangerous Instruments** 482 - 487

Board Policy 5131.7 was updated to(1) expand the concept of district-provided transportation, (2) reflect NEW LAW (SB 906, 2022), which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. AR updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in the law. BP/AR 5131.7 are being updated with the recommended language from CSBA.

Approve amendment to BP:AR 5131.7 Weapons and Dangerous Instruments 6_20_2023.pdf

10.5 **Approve Amendment to Board Policy and Administrative Regulation 5142 - Safety** 488 - 496

Board Policy 5142 updated to reflect NEW LAW (P.L. 117-159), which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures

related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. AR updated to reflect NEW LAW (SB 906, 2022), which requires certificated and classified employees of the district, and other school officials, such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, and add language regarding staff responsibilities and training to align with requirement to report potential homicidal acts. Regulation also updated to add language that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, reflect NEW LAW (AB 2028, 2022) which authorizes the Board of an elementary, intermediate, junior high, or high school to assist local law enforcement, nonprofit associations or organizations such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, to provide such safety instruction to district students, and NEW LAW (AB 1946, 2022) which requires the Department of the California Highway Patrol to develop, and post on its web site, by September 1, 2023, statewide safety and training programs based on evidence-based practices for users of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles. BP/AR 5142 are being updated with the recommended language from CSBA.

Approve amendment to BP:AR 5142 Safety 6_20_2023.pdf

10.6 **Approve Amendment to Board Policy and Exhibit 6163.4 - Student Use of Technology and Student Acceptable Use Agreement** 497 - 507

Board Policy 6163.4 and Exhibit were updated to reflect district practice with regard to Student Technology Acceptable Use Agreement (AUA.) With the increased use of technology in the classrooms and students being provided district-owned devices, the District technology committee felt it was important to revise the AUA to reflect district practice. Staff has worked with the District's legal counsel to review the language and compliance with current laws. Policy updated to make revisions consistent with current laws and district practice to ensure compliance with the law. BP/E 6134.4 are being updated with the recommended language from staff, District Technology Committee, and Legal Counsel.

Approve amendment to BP and Exhibit AUA 6163.4 Student

Acceptable Use of Technology 6_20_2023.pdf

10.7 **Approve Amendment to Board Bylaw 9270 - Conflict of Interest** 508 - 514

Board Bylaw 9270 updated to reflect NEW LAW (SB 1439, 2022), which makes applicable to elected district officers the prohibition against accepting, soliciting, or directing a contribution of more than $250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, and from participating in making, or in any way attempting to use the official position to influence the Board's decision when a district officer received a contribution of more than $250 from a party or participant in the preceding 12 months, as specified. Bylaw was also updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar. BB 9270 is being updated with the recommended language from CSBA.

Approve amendment to BB Conflict of Interest 6_20_2023.pdf

10.8 **Approve Amendment to Board Bylaw 9320 - Meetings and Notices** 515 - 524

Board Bylaw 9320 Bylaw updated to reflect NEW LAW (AB 2449, 2022), which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause.'" Bylaw was also updated to reflect NEW LAW (AB 2647, 2022), which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, the bylaw was updated to reference the expiration of the California COVID-19 State of Emergency on February 28, 2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024. BB 9320 is being updated with the recommended language from CSBA.

Approve amendment to BB 9320 Meetings and Notices 6_20_2023.pdf

11. OPEN DISCUSSION/FUTURE AGENDA ITEMS

11.1 **Future Special Meetings and Agenda items**

Dates for upcoming special meetings and Board Members may request items they would like added to the upcoming meetings at this time.

12. INFORMATION ITEMS/REPORTS

12.1 **Monthly Cash Flow Report** 525 - 529

Cash Flow Report 6_20_2023.pdf

12.2 **Monthly Measure S Status Report** 530 - 534

Measure S Bond Project Status Report 6_20_2023.pdf

12.3 **Monthly General Fund Report** 535 - 538

Monthly General Fund Budget Report 6_20_2023.pdf

12.4 **Month 9 Attendance and Enrollment Report for 2022-2023 School Year** 539 - 540

Monthly Enrollment and Attendance Report Month 9 22-23.pdf

13. ADJOURNMENT:

14. NOTICES:

14.1 *In accordance with the Americans with Disabilities Act (ADA), if you require special accommodations to participate in a board meeting, including but not limited to an American sign language interpreter, documentation in accessible formats, or accommodations should contact the superintendent's office 72 hours prior to the meeting to enable the district to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Phone (818) 735-3206 or e-mail:* raggarwal@opusd.org

14.2 *Students and parents/guardians can request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. This request must be*

made in writing to the secretary or clerk of the Board. (Board Bylaw 9322)

Educating Compassionate and Creative Global Citizens

MINUTES OF REGULAR BOARD MEETING 5-16-2023 #1083
BOARD OF EDUCATION

CALL TO ORDER/MEETING PLACE
The Board of Education President, Denise Helfstein, called the regular meeting to order at 5:00 p.m. at Oak Park High School Presentation Room, G9, 899 N. Kanan Road, Oak Park.

Members of the public were able to attend in person.

BOARD PRESENT
Denise Helfstein, President, Tina Wang, Vice President, Soyon Hardy, Clerk, Megan Lantsman, Member, and Jim Moynihan, Member.

STAFF PRESENT
Dr. Jeff Davis, Superintendent, Adam Rauch, Assistant Superintendent of Business Services, Stew McGugan, Assistant Superintendent of Human Resources, Ragini Aggarwal, Communications Coordinator and Executive Assistant to the Superintendent/Board, and District Legal Counsels Harold Freiman, Shiva Stein, and Jay Fernow.

BOARD ABSENT
None

PUBLIC COMMENTS
None

2. ADJOURN TO CLOSED SESSION
Board President, Denise Helfstein reported that in Closed Session the Board would be discussing:

2.1. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2): 1 case

2.2. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Initiation of litigation pursuant to Paragraph (4) of Subdivision (d) of Government Code § 54956.9: Consideration of Two (2) Potential Cases—Social Media Adolescent Addiction/Personal Products Liability Litigation (Social Media Litigation); and Case No: 3:19-md-02913-WHO (Vaping Litigation)

2.3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Government Code Section 54957

2.4 PUBLIC EMPLOYEE EMPLOYMENT: Certified Deaf & Hard of Hearing, Walk-On-Coach - AP Proctor, Psychologist, Speech Language Pathologist, Secondary Teachers

2.5. SUPERINTENDENT GOALS

The Board adjourned to Closed Session at 5:01 p.m.

CALL TO ORDER/MEETING PLACE
The Board of Education President, Denise Helfstein, called the regular meeting to order at 6:13 p.m.

BOARD PRESENT
Denise Helfstein, President, Tina Wang, Vice President, Soyon Hardy, Clerk, Megan Lantsman, Member, and Jim Moynihan, Member, and Tess Leong, Student Board Member

BOARD ABSENT
None

STAFF PRESENT
Dr. Jeff Davis, Superintendent, Adam Rauch, Assistant Superintendent of Business Services, Stew McGugan, Assistant Superintendent of Human Resources, Tammy Herzog Assistant Superintendent of Educational Services, Brad Benioff, Director of Student Support and School Safety, Sara Ahl, Director of Extended Care Program and Ragini Aggarwal, Communications Coordinator and Executive Assistant.

FLAG SALUTE
Erik Warren led the Pledge of Allegiance to the Flag.

REPORT ON CLOSED SESSION
Board President Denise Helfstein reported that the Board took no action in closed session.

ADOPTION OF AGENDA
On motion of Tina Wang, seconded by Jim Moynihan, the Board of Education adopted the agenda as presented. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

PUBLIC SPEAKERS
None

OPEN COMMUNICATIONS/PRESENTATIONS/RECOGNITIONS
The Board presented Amy Theaker and Amanda Fox with the Partners in Education Award for their outstanding volunteer contributions to the District.

INTRODUCTION OF HEATHER SLOAN AS PRINCIPAL OF OAK HILLS ELEMENTARY SCHOOL
Dr. Davis introduced Heather Sloan as the Principal of Oak Hills Elementary School. Heather has served as a teacher at Oak Hills for 26 years, and the Board approved her appointment as Principal at the April 25, 2023, meeting.

RECOGNITION OF ERIK WARREN AS OUTGOING PRINCIPAL OF OAK HILLS ELEMENTARY SCHOOL
The Board and Dr. Davis recognized Erik Warren for his thirteen years of service as Principal of Oak Hills and wished him well in his future endeavors. Heather Sloan and Stewart McGugan also spoke in recognition of Erik and thanked him for his service.

REPORT FROM BOARD MEMBERS
Board Member Soyon Hardy congratulated and thanked the Partners in Education Award recipients for their hard work and dedication to the students and the schools. Soyon wished all of the 2022-23 graduate's best of luck in their future endeavors and thanked teachers and staff in honor of Staff Appreciation Week. Soyon reported she attended the MCMS Open House, Math Community of Practice, and Measure S Sub Committee meeting.

Board Member Jim Moynihan reported that he attended the OVHS Open House, MAC Meeting and Rancho Simi Recreation and Park Committee Meeting.

Board Member Megan Lantsman reported that she attended the VCSBA Meeting, Safe Kids Task Force, and Safety and Security Task Force.

Board Member Tina Wang reported she got to read to the first graders at ROES. Tina also attended the MCMS Open House, GATE DAC meeting, and was able to watch the OPHS Boys Tennis team compete.

Board Member Denise Helfstein acknowledged the Asian American and Pacific Islander Heritage Month, National Mental Health Month and thanked teachers and staff in honor or Staff Appreciation Week. Denise reported that she attended the OPIS & OHES Open House, Calendar Committee Meeting, Measure S Sub Committee Meeting, Math Community of Practice, LCAP PAC, WASC Visiting Committee Meeting at OVHS, CSBA Budget Webinar and got to read to the third graders at ROES.

REMARKS FROM STUDENT BOARD MEMBER
Student Board Member Tess reported she was unable to attend the last Board meeting because she was attending the Agoura High School College information night. Tess updated the Board on the April Blood Drive that was held at OPHS at which 35 units of blood donated. Tess also updated the Board on the Wellness Center lunch sessions, conclusion of AP Testing, and that Prom is this Saturday. Tess thanked the teachers and staff in honor or Staff Appreciation Week.

REMARKS FROM THE SUPERINTENDENT
Superintendent Dr. Jeff Davis gave an update on the WASC visit at OVHS. Dr. Davis reported that he attended the College Signing Day at OPHS and acknowledged the Partners in Education Award recipients and thanked them for their dedication to the District, Dr. Davis also acknowledged the teachers and the staff for teacher and staff appreciation week and outgoing OPHS PFA President Ty Avendano for his 14 years of services volunteering and leading our school PTOs.

ANNUAL REPORT FROM DIVERSITY AND EQUITY TASK FORCE
Brad Benioff, Director of Student Support and School Safety, along with DETF Coordinators Michelle Cass, Vanessa Heller, and Susan Allen, presented the end-of-year update on the collaborative work of the Diversity and Equity Task Force (DETF).

5. CONSENT AGENDA
On motion of Soyon Hardy, seconded by Jim Moynihan, the Board of Education approved the Consent Agenda. Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

- 5.1. Approve Minutes of the April 25, 2023 Regular Meeting and Special Meeting held on May 8, 2023
- 5.2. Approve Public Employee Employment/Changes Classified Personnel
- 5.3. Approve Public Employee Employment/Changes Certificated Personnel
- 5.4. Ratify Purchase Orders April 1- April 30, 2023
- 5.5. Accepte 2022-2023 Second Period Attendance Report
- 5.6. Approve Out of State Travel for Oak Park High School Girls' Basketball Trip Section 7 Tournament– June 14-16, 2023
- 5.7. Approve Overnight Trip for Oak Park High School Cross Country Mammoth Lakes Trip – July 23-28, 2023.
- 5.8. Approve Overnight Trip for Oak Park High School Associated Student Body to Fulcrum Leadership Retreat – August 5-6, 2023

5.9. Approve Disposal of Obsolete or Surplus Instructional Materials and or Books
5.10. Approve Revised 2023-24 Instructional Calendar
5.11. Approve Revised 2023-2024 Classified Employees Holiday Calendars
5.12. Ratify Agreement for Legal Services with Lozano Smith
5.13. Approve CIF Representative and Alternate

6. EDUCATIONAL SERVICES

6.1. Approve 2022-23 School Plans for Student Achievement

On motion of Megan Lantsman, seconded by Jim Moynihan the Board approved the 2022-23 School Plans for Student Achievement from every school with the expectation that beginning for the 2023-24 school year, OPUSD will revise the SPSA process to have a consistent form for all sites and to align the plans at the beginning of each academic year. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

6.2. Review and Approve Updates to the Expanded Learning Opportunities Program Plan

On motion of Tina Wang, seconded by Megan Lantsman the Board approved the Updates to the Expanded Learning Opportunities Program Plan. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

6.3. Approve Instructional Materials for MCMS Health course

6.4. Approve Instructional Materials for OPHS Health course

On motion of Jim Moynihan, seconded by Megan Lantsman the Board approved items 6.3. through 6.4. together as one vote. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye

6.5. Approve Instructional Materials for OVHS Chemistry CP course

On motion of Jim Moynihan, seconded by Soyon Hardy the Board approved Instructional Materials for OVHS Chemistry CP course. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

7. BUSINESS SERVICES

7.1. Approve Renewal of Agreement with Developing Outdoors for General Staffing Services for the Extended Care Program for 2023-2024

On motion of Denise Helfstein, seconded by Jim Moynihan the Board approved Renewal of Agreement with Developing Outdoors for General Staffing Services for the Extended Care Program for 2023-2024. The Board requested and staff confirmed that OPUSD's extended care program costs to families align with the average rates of other local childcare programs. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

7.2. Approve Resolution of the Board of Education of the Oak Park Unified School District Authorizing Use of A Piggyback Contract for the Purchase of Technology Equipment, Pursuant to CA Public Contract Code Section 20118

On motion of Jim Moynihan, seconded by Soyon Hardy, the Board approved Resolution of the Board of Education of the Oak Park Unified School District Authorizing Use of A Piggyback Contract for the Purchase of Technology Equipment, Pursuant to CA Public Contract Code Section 20118. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

8. HUMAN RESOURCES

8.1. Establish New Position, Lead Nutrition Services Assistant, and approve the Associated Job Description and Placement on the Salary Schedule

On motion of Jim Moynihan, seconded by Tina Wang, the Board established the position, Lead Nutrition Services Assistant, and approved the Associated Job Description and Placement on the Salary Schedule. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

8.2. Establish New Certificated Position, Math TOSA, and Approve the Associated Job Description

On motion of Jim Moynihan, seconded by Megan Lantsman, the Board established the Certificated Position, Math TOSA, and approved the Associated Job Description with the stipulation to limit this position to one year (2023-2024) and co-fund it from Educator Effectiveness Block Grant (EEBG), CSI, and LCFF Supplemental funds. The Board also requested that staff share the goals, priorities and expected outcomes for the upcoming year for this position. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

8.3. Establish New Certificated Position, Career Technical Education/Categorical Programs TOSA, and Approve the Associated Job Description

On motion of Jim Moynihan, seconded by Tina Wang, the Board established the Certificated Position, Career Technical Education/Categorical Programs TOSA, and approved the Associated Job Description with the stipulation to limit this position to one year (2023-2024) and co-fund the position from CTE Incentive Grant and LCFF funds. The Board also requested that staff share the goals, priorities and expected outcomes for the upcoming year for this position. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Aye.

9. BOARD

9.1. Approval of Second Addendum to Contract for Employment of District Superintendent

Board President read this statement aloud prior to Board consideration and vote:
The Board will be considering an addendum to the contract for employment with Dr. Jeff Davis, District Superintendent, effective April 30, 2023. The recommended compensation is summarized as follows: Effective April 30, 2023, the Superintendent's annual based salary shall be $245,918, reflecting a 5% increase retroactive to July 1, 2022, and a 3% increase retroactive to January 1, 2023.
On motion of Jim Moynihan, seconded by Denise Helfstein, the Board approved the Second Addendum to Contract for Employment of District Superintendent. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Aye.

10. BOARD POLICIES

10.1. Approve Amendment to Board Policy 0460 Local Control Accountability Plan

On motion of Denise Helfstein, seconded by Soyon Hardy the Board approved the amendment to Board Policy and Administrative Regulation 0460 - Comprehensive Local Control Accountability Plan as First and Final Reading. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Tess Leong, Student Board Member – Preferential Vote: Aye.

11. OPEN DISCUSSION/FUTURE AGENDA ITEMS

The Board scheduled the following meetings:

- Discussion on August Board Retreat – The Board requested Ragini to send potential dates via email.

ADJOURNMENT
On motion of Soyon Hardy, seconded by Megan Lantsman, there being no further business before this Board, the regular meeting held on May 16, 2023, is declared adjourned at 8:53 p.m.

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Date President of the Board

_____

Date Clerk or Secretary of the Board

MINUTES OF SPECIAL BOARD MEETING 5-17-2023 #1084
BOARD OF EDUCATION –

CALL TO ORDER/MEETING PLACE
The Board of Education President, Denise Helfstein, called the Special meeting to order at 5:30 pm at Oak Park High School, Great Lawn, 899 Kanan Road, Oak Park, CA 91377

BOARD PRESENT
Denise Helfstein, President, Tina Wang Clerk, Soyon Hardy, Member, Megan Lantsman, Member and Jim Moynihan, Member

BOARD ABSENT
Tess Leong, Student Board Member

STAFF PRESENT
Dr. Jeff Davis, Superintendent, Adam Rauch, Assistant Superintendent, Business Services, Stew McGugan, Assistant Superintendent, Human Resources, Enoch Kwok, Director Technology, Brad Benioff, Director of Student Support and School Safety, Gia Jantz, Principal Medea Creek Middle School, Kent Cromwell, Principal Oak Park Independent School and Oak View High School, Mat McClenahan, Principal Oak Park High School, Diane Diamond, Principal Brookside Elementary School, Jackie Longo, Interim Dean Red Oak Elementary School, Erik Warren Principal Oak Hills Elementary School, and Ragini Aggarwal, Executive Assistant and Communications Coordinator.

FLAG SALUTE
Denise Helfstein led the Pledge of Allegiance to the Flag

PUBLIC COMMENTS
None

ADOPTION OF AGENDA
On motion of Tina Wang, seconded by Soyon Hardy, the Board of Education adopted the agenda as presented. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Absent – 0.

OPEN SESSION

A. OPEN COMMUNICATIONS/PRESENTATIONS

1. Presentation of the Superintendent's Compassionate and Creative Citizens Award to students from Brookside Elementary School, Oak Hills Elementary School, Red Oak Elementary School, Medea Creek Middle School, Oak Park High School, Oak View High School and Oak Park Independent School

At 6:13 pm the Superintendent's Award Ceremony ended, and the Board took a recess.

The Board reconvened for the retirement recognition at 6:25 pm

2. Presentation of Retirement Recognition to Al Calce, Kim Connelly, Joann Fritzen, Roland Herberg, Sharon Lavene, Arturo Morales, Sheri Rote, Louise Stralka, and Kathy Strong.

There being no further business before this Board, the Special meeting held on May 17, 2023 is declared adjourned at 7:18 p.m.

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Date President of the Board

_____

Date Clerk or Secretary of the Board

MINUTES OF SPECIAL BOARD MEETING 6-7-2023 #1085
BOARD OF EDUCATION –

CALL TO ORDER/MEETING PLACE
The Board of Education President, Denise Helfstein, called the Special meeting to order at 5:04 pm at Oak Park Unified School District Conference Room, 5801 Conifer Street.

BOARD PRESENT
Denise Helfstein, President, Tina Wang Clerk, Soyon Hardy, Member, Megan Lantsman, Member and Jim Moynihan, Member

BOARD ABSENT
None

STAFF PRESENT
Dr. Jeff Davis, Superintendent and Ragini Aggarwal, Executive Assistant and Communications Coordinator.

PUBLIC COMMENTS
None

A. RECESS TO CLOSED SESSION FOR DISCUSSION ON THE FOLLOWING ITEMS:

1. **CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION**
   Significant exposure to litigation pursuant to Government Code section 54956.9(d)(2)

2. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
   Initiation of litigation pursuant to Paragraph (4) of Subdivision (d) of Government Code § 54956.9: Consideration of Two (2) Potential Cases—Social Media Adolescent Addiction/Personal Products Liability Litigation (Social Media Litigation); and Case No: 3:19-md-02913-WHO (Vaping Litigation)

3. **SUPERINTENDENT GOALS**

4. **SUPERINTENDENT'S EVALUATION**

The Board adjourned to Closed Session at 5:05 p.m.

CALL TO ORDER/MEETING PLACE
The Board of Education President, Denise Helfstein, called the special meeting to order at 10:09 p.m. at Oak Park Unified School District, Conference Room, 5801 Conifer Street, Oak Park.

BOARD PRESENT
Denise Helfstein, President, Tina Wang Clerk, Soyon Hardy, Member, Megan Lantsman, Member and Jim Moynihan, Member

BOARD ABSENT
Tess Leong, Student Board Member

STAFF PRESENT
Ragini Aggarwal, Communications Coordinator/Executive Assistant to the Superintendent

FLAG SALUTE
Denise Helfstein led the Pledge of Allegiance to the Flag.

REPORT ON CLOSED SESSION
Board President Denise Helfstein reported that the Board took no action in closed session tonight.

ADOPTION OF AGENDA
On motion of Tina Wang, seconded by Jim Moynihan, the Board of Education adopted the agenda as presented. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Absent – 0.

PUBLIC COMMENTS
None

OPEN SESSION
BOARD GOVERNANCE

1. Discuss OPUSD's Vision, Values, Goals, and Objectives for the 2023-2024 School Year
   On motion of Denise Helfstein, seconded by Tina Wang, the Board of Education tabled the discussion on OPUSD's Vision, Values, Goals, and Objectives for the 2023-2024 School Year. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Absent – 0.

There being no further business before this Board, the Special meeting held on June 7, 2023 is declared adjourned at 10:11 p.m.

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Date President of the Board

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Date Clerk or Secretary of the Board

MINUTES OF SPECIAL BOARD MEETING 6-13-2023 #1086
BOARD OF EDUCATION –

CALL TO ORDER/MEETING PLACE
The Board of Education President, Denise Helfstein, called the Special meeting to order at 5:00 pm at Oak Park High School, Room G9, 899 Kanan Road, Oak Park.

BOARD PRESENT
Denise Helfstein, President (attending remotely on phone), Tina Wang Clerk, Soyon Hardy, Member, Megan Lantsman, Member and Jim Moynihan, Member

BOARD ABSENT
None

STAFF PRESENT
Dr. Jeff Davis, Superintendent, Adam Rauch, Assistant Superintendent Business Services, Stew McGugan Assistant Superintendent Human Resources, Tammy Herzog, Assistant Superintendent Educational Services, Ragini Aggarwal, Executive Assistant and Communications Coordinator, and Jay Fernow, Legal Counsel.

PUBLIC COMMENTS
None

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

1. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**
   Initiation of litigation pursuant to Paragraph (4) of Subdivision (d) of Government Code § 54956.9: Consideration of Two (2) Potential Cases—Social Media Adolescent Addiction/Personal Products Liability Litigation (Social Media Litigation); and Case No: 3:19-md-02913-WHO (Vaping Litigation)

2. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE:** Government Code Section 54957

3. **SUPERINTENDENT GOALS**

4. **SUPERINTENDENT'S EVALUATION**

The Board adjourned to Closed Session at 5:01 p.m.

CALL TO ORDER/MEETING PLACE
The Board of Education President, Denise Helfstein, called the special meeting to order at 6:37 pm p.m. at 899 Kanan Road, Oak Park, CA 91377.

Teleconference Location – Board President Denise Helfstein join via teleconference/videoconference pursuant to Board Bylaw 9320 Meetings and Notices and Government Code 54953 from 290 Old Montauk Highway, Montauk, New York, 11954

BOARD PRESENT
Denise Helfstein, President, Tina Wang Clerk, Soyon Hardy, Member, Megan Lantsman, Member and Jim Moynihan, Member

BOARD ABSENT
Tess Leong, Student Board Member

STAFF PRESENT
Dr. Jeff Davis, Superintendent, Adam Rauch, Assistant Superintendent Business Services, Stew McGugan Assistant Superintendent Human Resources, Tammy Herzog, Assistant Superintendent Educational Services, and Ragini Aggarwal, Executive Assistant and Communications Coordinator.

FLAG SALUTE
Denise Helfstein led the Pledge of Allegiance to the Flag.

REPORT ON CLOSED SESSION
Board President Denise Helfstein reported that the in closed session tonight for Item A.1. the Board retained and directed legal counsel to initiate or intervene in a legal action (social media litigation) by a unanimous vote of 5 yeas and 0 nays. The action, the defendants, and the other particulars shall, once formally commenced, be disclosed to any person upon inquiry unless to do so would jeopardize the District's ability to effectuate service of process on one or more unserved parties, or that to do so would jeopardize the District's ability to conclude existing settlement negotiations to its advantage.

The Board also took action and retained and directed legal counsel to initiate or intervene in a legal action regarding Vaping Litigation by a unanimous vote of 5 yeas and 0 nays. The action, the defendants, and the other particulars shall, once formally commenced, be disclosed to any person upon inquiry unless to do so would jeopardize the District's ability to effectuate service of process on one or more unserved parties or that to do so would jeopardize the District's ability to conclude existing settlement negotiations to its advantage.

The Board took no other action in closed session.

ADOPTION OF AGENDA
On motion of Tina Wang, seconded by Jim Moynihan, the Board of Education adopted the agenda as presented. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Absent – 0.

PUBLIC COMMENTS
None

B. OPEN SESSION

ACTION

1. BUSINESS SESSION

1. **Public Hearing and Board Review: Proposed 2023-2024 Oak Park Unified School District Local Control and Accountability Plan and Local Indicators**
   Board President Denise Helfstein opened the public hearing at 6:40 pm. No comments were submitted. Public hearing closed at 8:10 pm. The board received a presentation from Tammy Herzog, Assistant Superintendent of Educational Services. The Board reviewed and discussed the LCAP. The board also discussed various edits, modifications, and additions to the LCAP,

including but not limited to the following: add a new metric in Goal 1 for Honors/AP courses, update actions to include supporting dual enrollment, GATE enrichment for K-8, in-person tutoring and office hours at MCMS and OPHS, Civic Seal of Engagement. Add a metric in Goal 2 for education partner LCAP survey data participations, add an action to be consistent with Board Policy 0460 to establish a LCAP student advisory committee. In goal 3 include aquatics program implementation and Wellness centers.

2. **Public Hearing and Board Review: Proposed 2023-2024 Oak Park Unified School District Annual Budget**
   Board President Denise Helfstein opened the public hearing at 8:10 pm. No comments were submitted. Public hearing closed at 9:20 pm. The board received a presentation from Assistant Superintendent of Business Services, Adam Rauch on the assumptions based on the governor's May revise and the legislature's budget proposal. The Board held a discussion on the Proposed Budget.
3. **Establish New Classified Position Site Leader II - Extended Care Programs**
   On motion of Denise Helfstein, seconded by Tina Wang, the Board of Education established the new Classified Position Site Leader II - Extended Care Programs. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Absent – 0.
4. **Establish New Classified Position Instructional Assistant I - Extended Care (TK)**
5. **Establish New Classified Position Instructional Assistant II - Extended Care (TK)**
   On motion of Tina Wang, seconded by Jim Moynihan, the Board of Education established the new Classified Positions of Instructional Assistant I and II - Extended Care (TK) in one action. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Absent – 0.
6. **Approval of Legal Services Agreements with Frantz Law Group for Purposes of Social Media Litigation and Vaping Litigation**
   On motion of Megan Lantsman, seconded by Jim Moynihan, the Board of Education approved the Legal Services Agreements with Frantz Law Group for Purposes of Social Media Litigation and Vaping Litigation. Motion carried Aye: Hardy, Helfstein, Lantsman, Moynihan, Wang. No - 0. Absent – 0.

There being no further business before this Board, the Special meeting held on June 13, 2023 is declared adjourned at 9:33 p.m.

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Date President of the Board

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Date Clerk or Secretary of the Board

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 20, 2023
SUBJECT: APPROVE CLASSIFIED PERSONNEL ACTIONS AS RECOMMENDED BY THE SUPERINTENDENT
ISSUE: APPROVAL/RATIFICATION OF CLASSIFIED PERSONNEL ACTIONS

CONSENT

AUTHORIZATION TO HIRE

Number	Name	Position	Start Date	Fund	Site
CL254516	Shelly Resnick	Instructional Assistant II SpEd	6/1/2023	Special Ed	BES
CL254517	Tamzida (Tami) Zaman	Department Assistant I Educational Services	6/1/2023	General	DO
CL254518	Matthew Resnick	Walk-On-Coach - Not to Exceed $3,500.00	5/23/2023	Coaches, Athletics	OPHS
CL254519	Kyle Harris	Walk-On-Coach - Not to Exceed $3,500.00	5/23/2023	Coaches, Athletics	OPHS
CL254520	Alireza Mirbaha	Walk-On-Coach - Not to Exceed $3,500.00	5/23/2023	Coaches, Athletics	OPHS
CL254521	Erica Foster	Instructional Assistant III Behavior	8/1/2023	Special Ed	BES
CL254522	Stephen C Watkins	Librarian Media Technician	7/31/2023	General	MCMS
CL254523	Jenny Aguirre	Campus Supervisor	8/8/2023	General	BES
CL254524	Amber Feinstein	Campus Supervisor	8/8/2023	General	BES
CL254525	Kendall Cherry	Walk-On-Coach - Not to Exceed $3,500.00	6/6/2023	Coaches, Athletics	OPHS

AUTHORIZATION TO PAY STIPEND

Number	Name	Position	Start Date	Fund	Salary	Site
CL254526	Monika Agrawal	School Psych Reports	3/1/2023	State Mental Health	$1,080	DO
CL254527	Monika Agrawal	School Psych Reports	4/9/2023	State Mental Health	$1,440	DO
CL254528	Tori Nisperos	AP Reader	4/3/2023	PFA	$248	OPHS
CL254529	Russ Peters	Boys Volleyall Game Manager	2/24/0203	ASB Donations	$910	OPHS
CL254530	Russ Peters	Boys Lacrosse Game Manager	2/24/2023	ASB Donations	$70	OPHS
CL254531	Sierra Cavalleri	Post Season Head Coach Beach Volleyball	5/1/2023	ASB Donations	$200	OPHS
CL254532	Donn James	Post Season Head Coach Boys Golf	5/1/2023	ASB Donations	$200	OPHS
CL254533	Max Luchs	Post Season Head Coach Boys Lacrosse	5/1/2023	ASB Donations	$100	OPHS
CL254534	Ross Tabor	Post Season Head Coach Girls Lacrosse	5/1/2023	ASB Donations	$100	OPHS
CL254535	Calley Prezzano	Post Season Head Coach Swim	5/1/2023	ASB Donations	$200	OPHS
CL254536	Eric Varney	Post Season Head Coach Boys Volleyball	5/1/2023	ASB Donations	$100	OPHS
CL254537	Monika Agrawal	School Psych Reports	5/1/2023	State Mental Health	$1,520	DO
CL254538	Nicholas Paul	Summer Conditioning/Football Assistant Coach	5/30/2023	ASB Donations	$1,600	OPHS
CL254539	Kyle Shorten	Summer Conditioning/Football Assistant Coach	5/30/2023	ASB Donations	$1,400	OPHS
CL254540	Michael Thompson	Summer Conditioning/Football Assistant Coach	5/30/2023	ASB Donations	$500	OPHS
CL254541	Dan Bone	Summer Conditioning/Football Assistant Coach	5/30/2023	ASB Donations	$2,000	OPHS
CL254542	Martin Freel	Summer Conditioning/Football Assistant Coach	5/30/2023	ASB Donations	$1,800	OPHS
CL254543	Patrik Henggeler	Summer Conditioning/Football Assistant Coach	5/30/2023	ASB Donations	$1,000	OPHS
CL254544	Mark Jacobs	Summer Conditioning/Football Assistant Coach	5/30/2023	ASB Donations	$1,000	OPHS
CL254545	Carin Chapin	Summer Conditioning/Cross Country Asst Coach	5/30/2023	ASB Donations	$2,340	OPHS
CL254546	Scott Shulze	Summer Conditioning/Cross Country Asst Coach	5/30/2023	ASB Donations	$2,330	OPHS
CL254547	Derek Hale	Summer Conditioning/Boys Basketball Asst Coach	5/30/2023	ASB Donations	$1,000	OPHS
CL254548	Harold Hale	Summer Conditioning/Boys Basketball Asst Coach	5/30/2023	ASB Donations	$2,000	OPHS

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 20, 2023
SUBJECT: APPROVE CLASSIFIED PERSONNEL ACTIONS AS RECOMMENDED BY THE SUPERINTENDENT

AUTHORIZATION TO PAY STIPEND

Number	Name	Position	Start Date	Fund	Salary	Site
CL254549	Jason Mallin	Summer Conditioning/Boys Basketball Asst Coach	5/30/2023	ASB Donations	$2,000	OPHS
CL254550	Matt Resnick	Summer Conditioning/Boys Basketball Asst Coach	5/30/2023	ASB Donations	$2,000	OPHS
CL254551	Nicola Kerns	Summer Conditioning/JV Cheer Head Coach	5/30/2023	ASB Donations	$2,000	OPHS
CL254552	Nick Moradi	Summer Conditioning/Girls Soccer Asst Coach	5/30/2023	ASB Donations	$1,800	OPHS
CL254553	Loreta Brown	Summer Conditioning Bookkeeper	5/30/2023	ASB Donations	$1,000	OPHS
CL254554	Debbie Goodnough	Summer Conditioning Athletic Assistant	5/30/2023	ASB Donations	$3,000	OPHS
CL254555	William Burr	Summer Conditioning/Girls Basketball Head Coach	5/29/2023	ASB Donations	$3,000	OPHS
CL254556	Delaney West	Summer Conditioning/Girls Basketball Asst Coach	5/29/2023	ASB Donations	$2,000	OPHS
CL254557	Mara Smialek	Summer Conditioning/Cheer Head Coach	5/29/2023	ASB Donations	$3,000	OPHS
CL254558	Destiny Ridge	Summer Conditioning/Dance Head Coach	5/29/2023	ASB Donations	$2,500	OPHS
CL254559	Eric Varney	Summer Conditioning/Boys Volleyball Head Coach	5/29/2023	ASB Donations	$3,000	OPHS
CL254560	Georgia Mitchell	Summer Conditioning/Girls Volleyball Head Coach	5/29/2023	ASB Donations	$3,000	OPHS
CL254561	Shawn Alikian	Summer Conditioning/Girls Flag Football Head Coach	6/12/2023	ASB Donations	$2,500	OPHS
CL254562	Mike Streif	Summer Conditioning/Girls Flag Football Asst Coach	6/12/2023	ASB Donations	$2,500	OPHS
CL254563	Brandon Heidt	Summer Conditioning/Boys Soccer Head Coach	6/12/2023	ASB Donations	$2,000	OPHS
CL254564	Rene Garia	Summer Conditioning/Boys Soccer Asst Coach	6/12/2023	ASB Donations	$2,000	OPHS
CL254565	Donn James	Summer Conditioning/Girls Soccer Asst Coach	6/12/2023	ASB Donations	$1,800	OPHS
CL254566	Mark Zeolla	Summer Conditioning/Girls Soccer Asst Coach	6/12/2023	ASB Donations	$2,400	OPHS
CL254567	Rachel Goldwater	AP Test Proctor	5/17/2023	Site Donations	$262.5	OPHS

IN-SERVICE CHANGE

Number	Name	Change	Effective Date	Fund	Site
CL254568	Sheryl Lee	from Food Service Assistant - to Lead 30 hrs	8/1/2023	Fund 130	ROES
CL254569	Kerrie Berkaas	from Food Service Assistant - to Lead 30 hrs	8/1/2023	Fund 130	OHES

IN-SERVICE CHANGE - Summer Program

Number	Name	Change	Effective Date	Fund	Site
CL254570	Martin Therrien	Campus Supervisor Summer Program ESY	6/26/2023	ESY SpEd	OHES
CL254571	Daryl Gray	Campus Supervisor Summer Program HS	6/5/2023	Summer Prg	OPHS
CL254572	Lalia Robinson	Campus Supervisor Summer Program HS	6/5/2023	Summer Prg	OPHS
CL254573	Martin Kilner	Campus Supervisor Summer Program HS	6/5/2023	Summer Prg	OPHS
CL254574	Robert Cunning	Campus Supervisor Summer Program HS	6/5/2023	Summer Prg	OPHS
CL254575	Roxanna Mora	Campus Supervisor Summer Program HS	6/5/2023	Summer Prg	OPHS
CL254576	Shannon Curtis	Campus Supervisor Summer Program HS	6/5/2023	Summer Prg	OPHS
CL254577	Wendy LaCasse	Campus Supervisor Summer Program MCMS	7/17/2023	Summer Prg	MCMS
CL254578	Giana Cespedes	Certified Deaf & Hard of Hearing/Summer Conditioning	6/12/2023	Special Ed	OPHS
CL254579	Dario Contreras	Custodian ESY	7/10/2023	ESY SpEd	OHES
CL254580	Dario Contreras	Custodian Summer Program Elementry	6/12/2023	Summer Prg	OHES
CL254581	Dario Contreras	Custodian Summer Program MCMS	7/17/2023	Summer Prg	MCMS

TO: **MEMBERS, BOARD OF EDUCATION**
FROM: **DR. JEFF DAVIS, SUPERINTENDENT**
DATE: **JUNE 20, 2023**
SUBJECT: **APPROVE CLASSIFIED PERSONNEL ACTIONS AS RECOMMENDED BY THE SUPERINTENDENT**

IN-SERVICE CHANGE - Summer Program

Number	Name	Change	Effective Date	Fund	Site
CL254582	Alana Gurian	Health Tech ESY	7/10/2023	Summer Prg	OHES/OPHS
CL254583	Nicole Marino	Health Tech Summer Program MCMS	7/17/2023	Summer Prg	MCMS
CL254584	Faith Wayne	Instructional Assistant II Sp Ed ESY	6/5/2023	ESY SpEd	OPNS
CL254585	Linda Santiago	Instructional Assistant II Sp Ed ESY	6/5/2023	ESY SpEd	OHES
CL254586	Perri Armstrong	Instructional Assistant II Sp Ed ESY	6/5/2023	ESY SpEd	OHES
CL254587	Sarah Sommer	Instructional Assistant II Sp Ed ESY	6/5/2023	ESY SpEd	OPNS
CL254588	Maryam Jalalinia	Instructional Assistant II Sp Ed Summer Program	6/5/2023	ESY SpEd	OPHS
CL254589	Kathleen Ko	Instructional Assistant II Club Oak Park	6/5/2023	Fund 120	BES
CL254590	Adrianna Alejo	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OHES
CL254591	Halie Medoff	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OHES
CL254592	Cheyenne Bailey	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OHES
CL254593	Geo Franco	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OHES
CL254594	Kimberly Ehrhat	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OHES
CL254595	Madelyn Sannow	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OPHS
CL254596	Monica Kalember	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OPHS
CL254597	Violetta Guia	Instructional Assistant III Behavior ESY	6/5/2023	ESY SpEd	OHES
CL254598	Karen Wrinkle	Occupational Therapist ESY	6/5/2023	ESY SpEd	OHES/OPHS
CL254599	Tarek Abed	Office Manager Summer Program MCMS	7/17/2023	Summer Prg	MCMS
CL254600	Jessica Talpai	Registered Behavior Technician ESY	6/5/2023	ESY SpEd	OHES/OPHS

SEPARATION

Number	Name	Position	Effective Date	Separation Type	Site
CL254601	Fernando Franco	Instructional Assistant III Behavior	7/10/2023	Resignation	OHES
CL254602	Adrianna Alejo	Instructional Assistant III Behavior	7/10/2023	Resignation	OHES
CL254603	James Curry	Custodian - Rover	6/1/2023	Resignation	DO
CL254604	Lauren Aloy	Food Service Assistant	5/27/2023	Termination	OPHS
CL254605	Synthia Paulin-Ridgley	Instructional Assistant I PE	5/27/2023	Termination	ROES
CL254606	Rachel Goldwater	Instructional Assistant III - ELL	6/2/2023	Resignation	OPHS

Prepared by: Stewart McGugan Assistant Superintendent, Human Resources
Fund Key
120 - Extended Care Programs
130 - Student Nutrition Services

Respectfully Submitted,

_____
Jeff Davis, Ed.D
Superintendent

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 20, 2023
SUBJECT: APPROVE CERTIFICATED PERSONNEL ACTIONS AS RECOMMENDED BY THE SUPERINTENDENT
ISSUE: APPROVAL/RATIFICATION OF CERTIFICATED PERSONNEL ACTIONS

CONSENT

AUTHORIZATION TO HIRE

Number	Name	Position	Start Date	Fund	Site
01CE12418	Ellyn Schneider	Teacher	8/7/2023	General	OPHS
01CE12419	Brenda Rhodes	Teacher	8/7/2023	General	MCMS
01CE12420	Kelly Keene	Teacher	8/7/2023	General	OPHS

AUTHORIZATION TO PAY STIPEND

Number	Name	Position	Start Date	Fund	Salary	Site
01CE12421	Fatima Hernandez	TUPE Coordinator	08/09/2022	TUPE	$2,500	OPHS
01CE12422	Anastasia Kokiosis	Tech Committee	08/09/2023	General	$400	OPHS
01CE12423	Adam Nielson	Post Season Head Coach Boys' Tennis	05/01/2023	ASB	$200	OPHS
01CE12424	Eric Pryor	Post Season Head Coach Softball	05/01/2023	ASB	$100	OPHS
01CE12425	Rob Hall	Game Manager Boys' Volleyball	02/28/2023	ASB	$520	OPHS
01CE12426	Casey Webb	Game Manager Boys' Lacrosse	02/17/2023	ASB	$660	OPHS
01CE12427	Casey Webb	Game Manager Girls' Lacrosse	02/17/2023	ASB	$420	OPHS
01CE12428	Casey Webb	Game Manager Stunt	02/17/2023	ASB	$420	OPHS
01CE12429	Alexis Jordan	TUPE Coordinator	08/09/2022	TUPE	$2,500	MCMS
01CE12430	Raymond Gonzales	Tech Committee	08/09/2023	General	$400	MCMS
01CE12431	Alexis Ma	Tech Committee	08/09/2023	General	$320	ROES
01CE12432	Danielle McKendry	Class Size Overages (May 2023)	05/01/2023	General	$400	ROES
01CE12433	Tahnee Munoz	Class Size Overages (May 2023)	05/01/2023	General	$600	ROES
01CE12434	Lynnae Gaeta	Class Size Overages (May 2023)	05/01/2023	General	$600	ROES
01CE12435	Maureen McDowell	Class Size Overages (May 2023)	05/01/2023	General	$200	ROES
01CE12436	Robbin Lund	Class Size Overages (May 2023)	05/01/2023	General	$200	ROES
01CE12437	Amy Buccino	Class Size Overages (May 2023)	05/01/2023	General	$200	ROES
01CE12438	Erica White	Class Size Overages (May 2023)	05/01/2023	General	$200	ROES
01CE12439	Samantha Spitzer	Tech Committee	08/09/2023	General	$400	OVHS
01CE12440	Allison Elbaz	Tech Committee	08/09/2023	General	$200	BES
01CE12441	Makena Whitaker	Tech Committee	08/09/2023	General	$200	BES
01CE12442	Sandra Hirano	Class Size Overages (May 2023)	05/01/2023	General	$400	BES
01CE12443	Brandie Pryor	Class Size Overages (May 2023)	05/01/2023	General	$400	BES
01CE12444	Allison Elbaz	Class Size Overages (May 2023)	05/01/2023	General	$400	BES
01CE12445	Erik Squire	Class Size Overages (May 2023)	05/01/2023	General	$400	BES
01CE12446	Jessica Bretzing	Class Size Overages (May 2023)	05/01/2023	General	$230	OHES
01CE12447	Beth Ruben	Class Size Overages (May 2023)	05/01/2023	General	$100	OHES

IN-SERVICE CHANGE/ADDITIONAL HOURS

Number	Name	Change	Effective Date	Fund	Site
01CE12448	Shanna Sarris	Tech TOSA to CTE/Categorical Programs TOSA	8/7/2023	General	ROES
01CE12449	Whitney Moran	Increase to 1.0 FTE	8/7/2023	General	ROES
01CE12450	Whitney Moran	Transcripts Received	8/7/2023	General	ROES
01CE12451	Alexis Ma	CFRA Baby Bonding	5/19/2023	General	ROES
01CE12452	Allie LeVine	0.2 FTE LOA (Year 2)	8/7/2023	General	PS
01CE12453	Brittany Braverman	Resigning Partial 0.5 FTE	8/7/2023	General	PS
01CE12454	Danielle Stomel	Add'l 0.1 FTE (temp)	8/7/2023	General	PS
01CE12455	Kaitlyn Bailey	Return from LOA	8/7/2023	General	OHES

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. JEFF DAVIS, SUPERINTENDENT
DATE: JUNE 20, 2023
SUBJECT: APPROVE CERTIFICATED PERSONNEL ACTIONS AS RECOMMENDED BY THE SUPERINTENDENT
ISSUE: APPROVAL/RATIFICATION OF CERTIFICATED PERSONNEL ACTIONS

CONSENT

IN-SERVICE CHANGE/ADDITIONAL HOURS

Number	Name	Change	Effective Date	Fund	Site
01CE12456	Andrea Zhu	Guest Teacher to TK Teacher	08/07/2023	General	OHES
01CE12457	Lisa Bregar	Resigning Partial 0.2 FTE	8/7/2023	General	OPHS
01CE12458	Ashley Michelin	Return from LOA	8/7/2023	General	OPHS
01CE12459	Zaloa Goiri Virto	1 Year LOA (Year 2)	8/7/2023	General	OPHS
01CE12460	Leslie Miller	1 year LOA (FMLA/Unpaid)	8/7/2023	General	OPHS
01CE12461	Lindsay Smits	Resigning Partial 0.2 FTE	8/7/2023	General	MCMS
01CE12462	Katie Wilsker	1 Year LOA (Year 2)	8/7/2023	General	MCMS
01CE12463	Liza Baker	Increase FTE to 1.0 Perm	8/7/2023	General	MCMS
01CE12464	Sara Lipkin	Reduce Job Share FTE (0.5 FTE to 0.4 FTE)	8/7/2023	General	BES
01CE12465	Allison Gerin	Increase Job Share FTE (0.5 FTE to 0.6 FTE)	8/7/2023	General	BES
01CE12466	Stacey Altman	1 Year LOA (Year 2)	8/7/2023	General	BES
01CE12467	Karen Kelem	1 Year LOA (Year 2)	8/7/2023	General	OVHS

SUMMER PROGRAMS/ESY

Number	Name	Change	Effective Date	Fund	Site
01CE12468	Allison Albright	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12469	Bette Empol	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12470	Noelle Ferrante	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12471	Rachel Greenwald	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12472	Olivia Kepler	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12473	Ruty Levy	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12474	Sloane Powers	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12475	Tim Weaver	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12476	Danielle Severn	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12477	Rylie Beaty	Summer School Guest Teacher	6/5/2023	LRBG	ALL SITES
01CE12478	Cathy Lory	Summer School (High School) Teacher	6/5/2023	LRBG	OPHS

SEPARATION

Number	Name	Position	Effective Date	Separation	Site
01CE12480	Julie Cho	Teacher	05/26/2023	Temp Release	OPHS
01CE12481	Jeffrey Smith	Teacher	05/26/2023	Temp Release	OPHS
01CE12482	Katherine Chang	Teacher	05/26/2023	Separation	OPHS
01CE12483	Sheri Rote	Teacher	05/26/2023	Retirement	OPHS
01CE12484	Grace Jerrems	Teacher	07/10/2023	Resignation	OPNS

Prepared by: Stewart McGugan Assistant Superintendent, Human Resources

Fund Key
ASB - Associate Student Body
TUPE - Tobacco-Use Prevention Education
LRBG - Learning Recovery Block Grant

Respectfully Submitted,

_____

Jeff Davis, Ed.D.
Superintendent

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **RATIFY PURCHASE ORDERS – MAY 1 THROUGH MAY 31, 2023**

CONSENT

ISSUE: Shall the Board ratify the following purchase orders issued for the period May 1 through May 31, 2023?

BACKGROUND: Purchase Order Report listing all purchase orders issued during the reporting period is included for the Board review. 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. The Board is requested to ratify the purchase order from May 1 through May 31, 2023?

FISCAL IMPACT: All purchase orders listed are approved by an administrator and included in the Budget.

BOARD POLICY: Pursuant to Board Policy 3300 Expenditures/Expending Authority - The Board is required to review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days. (Education Code 17605)

GOAL: In support of District Goal #4- Utilizing resources efficiently and responsibly.

ALTERNATIVES:
1. Ratify the Purchase Order Report as submitted.
2. Do not ratify the Purchase Order Report.

RECOMMENDATION: Alternative No. 1

Prepared by: Byron Jones, Director Fiscal Services
Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

_____
Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				
Student Rep.				

Includes Purchase Orders dated 05/01/2023 - 05/31/2023

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
010-4100	**Approved Textbooks and Core Cu**				
P23-00838	Perma-Bound	005	Cultural Diversity Books- ROES	010-4100	2,725.31
			Total:010-4100 Approved Textbooks and Core Cu		**2,725.31**
010-4330	**Other Materials and Supplies N**				
B23-00033	ODP Business Solutions, LLC	023	Supplies for school year	010-4330	1,300.00
B23-00138	Document Systems	010	Staples, Color Copies and Maintenance for RICOH	010-4330	749.99
B23-00144	Document Systems	012	Ricoh Color Copies	010-4330	1,721.05
B23-00146	Revolution Office	012	Open PO: Printer Supplies	010-4330	2,823.25
B23-00191	Document Systems	012	Xerox Copiers Supplies	010-4330	2,108.75
P23-00782	Home Depot	004	Two umbrellas for BES	010-4330	773.25
P23-00783	Uline	009	Staff table and chairs - outdoors	010-4330	1,451.97
P23-00784	Amazon Capital Services, Inc.	004	Auger Tool for Dingo for M & O DW	010-4330	338.89
P23-00791	Amazon Capital Services, Inc.	009	Office Supplies	010-4330	328.19
P23-00792	Herff Jones	015	Oak View HS Caps and Gowns	010-4330	260.14
P23-00793	The Prophet Corp. Dba Gopher S port	012	Insurance:PE Equip replacement	010-4330	1,654.55
P23-00795	Acorn Press	000	Acceptance Stats - Acorn Ad OPUSD	010-4330	1,530.00
P23-00802	Revolution Office	004	Ricoh P600 Color Laser Printer for Athletics	010-4330	1,687.74
P23-00803	Amazon Capital Services, Inc.	004	Hinges for Cabinet Repair DW	010-4330	33.87
P23-00804	Wenger Corporation	013	Band Music Stands/Music & Mat Grant	010-4330	3,507.00
P23-00809	Amazon Capital Services, Inc.	013	EngineeringSupplies/SWP	010-4330	2,897.55
P23-00810	Amazon Capital Services, Inc.	013	Misc Supplies/PFA	010-4330	123.39
P23-00815	Amazon Capital Services, Inc.	013	Engineering Equipment/SWP	010-4330	216.65
P23-00816	Amazon Capital Services, Inc.	013	Engineering Supplies/SWP	010-4330	563.83
P23-00817	Amazon Capital Services, Inc.	005	GATE Parent Education Book	010-4330	133.85
P23-00818	Amazon Capital Services, Inc.	000	CRP Face Shields - District Nurse	010-4330	91.46
P23-00819	Uline	013	Cabinet/Arch/SWP	010-4330	2,741.97
P23-00820	Amazon Capital Services, Inc.	013	Misc Supplies/Site	010-4330	61.13
P23-00821	Amazon Capital Services, Inc.	013	Misc Supply/Design Visual/SWP	010-4330	106.18
P23-00822	Amazon Capital Services, Inc.	013	Misc Supplies/Wellness Ctr/ PFA	010-4330	1,057.71
P23-00825	SMITH PIPE & SUPPLY	004	VCRCD Drain/Valve Project at Oak Park High School	010-4330	1,272.85
P23-00831	Amazon Capital Services, Inc.	013	Misc Supplies/ PFA	010-4330	35.81
P23-00836	Western Psychological Services	000	SpEd - Replacement parts for test kit / psychs	010-4330	160.48
P23-00844	Amazon Capital Services, Inc.	012	PEI Grant: Wellness furniture	010-4330	507.46
P23-00846	Home Depot	012	PEI: furnishings	010-4330	313.71
P23-00853	ACP DIRECT	012	Disc: Student Tables	010-4330	7,155.21
P23-00857	Sherman R Garnett	000	Handbook for Principal's	010-4330	128.66
P23-00858	Amazon Capital Services, Inc.	013	Misc Supplies/Site	010-4330	54.78
P24-00005	Project Lead the Way Inc.	013	Eng Part Fee/SWP	010-4330	3,200.00
T23-00054	Amazon Capital Services, Inc.	007	Tech Supplies - laptop dongles	010-4330	364.44

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.

Includes Purchase Orders dated 05/01/2023 - 05/31/2023

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
T23-00055	Amazon Capital Services, Inc.	007	Tech Supplies - Impact Drivers	010-4330	106.18
T23-00056	Amazon Capital Services, Inc.	007	Tech Supplies - Tools	010-4330	132.44
T23-00057	Amazon Capital Services, Inc.	007	Tech Supplies - AV Dongles	010-4330	85.75
T23-00059	Amazon Capital Services, Inc.	007	Tech Supplies - Security Keys USB	010-4330	373.23
TB23-00002	CDW GOVERNMENT INC	007	Blanket PO Equipment & Supplies <$500	010-4330	4,000.00
TB23-00003	Compuwave Inc.	007	Blanket PO Equipment & Supplies <$500	010-4330	6,000.00
TB23-00006	Monoprice Inc	007	Blanket PO Equipment & Supplies <$500	010-4330	5,000.00
			Total:010-4330 Other Materials and Supplies N		**57,153.36**
010-4410	**Equipment New Non-Capitalized**				
P23-00830	Amazon Capital Services, Inc.	012	CTEIG: Design Visual Media Group	010-4410	83.63
P23-00856	School's In, LLC DBA Schoolsin	009	TK/K move - Annino/Lee	010-4410	4,213.84
T24-00001	CDW GOVERNMENT INC	007	Acer R853 Chromebooks (qty 800)	010-4410	399,802.00
			Total:010-4410 Equipment New Non-Capitalized		**404,099.47**
010-5200	**Travel and Conference**				
P23-00848	Challenge Success	005	Challenge Success Conference Registration	010-5200	2,850.00
P24-00002	California Assoc. For Gifted	005	Summer Institute for GATE Coordinators	010-5200	745.00
P24-00004	College Board	005	AP Conference Registration	010-5200	820.00
			Total:010-5200 Travel and Conference		**4,415.00**
010-5600	**Rents, Leases, and Repairs**				
B23-00138	Document Systems	010	Staples, Color Copies and Maintenance for RICOH	010-5600	750.01
P23-00780	REC Solar Commercial Corp	004	Diagnose Inverter B1 @OHES	010-5600	3,373.38
P23-00781	REC Solar Commercial Corp	004	Diagnose Inverter B1 @OHES	010-5600	4,074.88
P23-00785	Air Fab Services Inc.	004	New Furnaces for OPHS Restrooms	010-5600	8,826.00
P23-00786	Air Fab Services Inc.	004	New Compressor for Trailer at Oak Park High School	010-5600	2,050.00
P23-00799	Penner Partitions, Inc.	004	Restroom Partitions	010-5600	6,972.00
P23-00812	General Repair Co	004	Repair Big Joe Pallet Jack @OPHS	010-5600	450.00
P23-00824	Enhanced Landscape Mgmt, Inc	004	Weed Abatement King James Court	010-5600	2,475.00
P23-00829	Ray-Mac Painting, Inc	004	Repair and paint water damage in classroom C3@MCMS	010-5600	1,755.00
P23-00860	Fence Factory	004	Repair Crash Out Gate behind Library @OPHS	010-5600	6,815.75
			Total:010-5600 Rents, Leases, and Repairs		**37,542.02**
010-5820	**Other Operating Expense**				
B23-00066	GKM Enterprises Inc dba Hooper Camera	013	Repair of Camera's/CTEIG	010-5820	1,642.20
P23-00333	E3 Diagnostics	000	Earscan Calibration Service - District Nurse	010-5820	282.92

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.

Includes Purchase Orders dated 05/01/2023 - 05/31/2023

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P23-00779	Fit and Fun Playscapes LLC	009	PTA Donation Sensory Path	010-5820	2,415.28
P23-00787	DEPARTMENT OF SOCIAL SERVICES	023	Child Care License Facility#: 566208849	010-5820	550.00
P23-00789	School Services of California	004	Legislative Advocacy Svs. May 1-July 31, 2023	010-5820	3,000.00
P23-00790	Team Play Events	009	Donation & PTA Camp Keystone	010-5820	9,552.84
P23-00794	Oak Park High School - ASB c/o OPHS	012	Culm: OPHS Shared Expenses	010-5820	3,425.25
P23-00796	Music Notes LLC	004	MCMS TUPE Presentation	010-5820	7,450.00
P23-00800	Wildlife Experience	009	PTA Donation	010-5820	425.00
P23-00801	Cion Binshtock DBA Town and Co untry Printing and Graph	004	OPUSD Soft Time Cards	010-5820	1,251.13
P23-00805	Team Play Events	011	Parent funded field trip--5th grade	010-5820	8,138.77
P23-00806	Kids World	011	Parent funded field trip--DK	010-5820	817.00
P23-00807	Kids World	011	Parent funded field trip--1st grade	010-5820	1,300.00
P23-00808	Wildlife Experience	011	Parent funded field trip--	010-5820	425.00
P23-00813	Conejo Rec & Parks District	011	Parent funded field trip--4th grade	010-5820	113.70
P23-00814	Surfside Softee dba Mister Sof tee of Southern California	011	Parent funded field trip--4th grade	010-5820	707.83
P23-00826	VCOE	000	VCOE - Para Educational Support - 5/8/23 - 6/30/23	010-5820	8,988.00
P23-00827	Southwinds Transportation	011	Parent funded field trip--5th grade	010-5820	1,396.20
P23-00828	Stagecoach Inn Museum	009	Donation 4th field trip	010-5820	310.00
P23-00832	Ventura County Behavioral Heal th	000	ERSES - Services 10/1/22 - 12/31/22	010-5820	52,945.65
P23-00833	VCOE	000	22/2023 - Q2 SELPA - Social Emotional Services	010-5820	18,720.00
P23-00837	Crystal Evans dba Conejo Award s Corp.	001	Farewell gift for Erik Warren	010-5820	101.89
P23-00839	Stagecoach Inn Museum	009	Donation - Keane Entrance Fee	010-5820	160.00
P23-00840	Arrowhead Evaluation Services	006	Psychology Evaluation	010-5820	3,000.00
P23-00841	Custom Modular Services Corp	004	Two new offices at the Oak Park Independent School	010-5820	15,080.00
P23-00842	Los Angeles Charter Transporta tion, Inc	009	Donation buses	010-5820	4,380.00
P23-00843	Elections Division	004	Governing Board Election Processing Cost 2022	010-5820	7,257.13
P23-00847	California School-Age Consorti um	005	Intensive Leadership Seminar Registration	010-5820	1,485.00
P23-00849	VCOE	005	2022/2023 Library Services	010-5820	5,280.00
P23-00851	NJHS	012	Don: Registration	010-5820	385.00
P23-00852	Oak Park High School - ASB c/o OPHS	001	Book for Leadership Team	010-5820	125.00
P23-00854	Rancho Simi Recreation & Park	002	Special Assessment 7/1/22-6/30/23	010-5820	299.66
P23-00855	Accrediting Commission For Sch ools/Wasc	015	WASC Accredidation	010-5820	431.86
P23-00861	College Board Publications PSA T/NMSQT	013	AP Exam/Oth Suppl/AP	010-5820	103,471.00

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.

Includes Purchase Orders dated 05/01/2023 - 05/31/2023

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
P23-00862	Team Play Events	011	Parent funded field trip--5th grade	010-5820	500.00
P24-00003	American School Counselor	005	ASCA Conference Registration	010-5820	659.00
T23-00058	AT&T	007	ATT Data Circuit to VCOE Backup Site	010-5820	4,000.00
T24-00001	CDW GOVERNMENT INC	007	Acer R853 Chromebooks (qty 800)	010-5820	19,350.00
TB23-00008	Charter Communications	007	Spectrum Enterprise WAN data service and ISP	010-5820	29,200.00
TB23-00009	GoTo Communications Inc	007	GoTo - Jive VOIP Telephone Service (LogMeIn)	010-5820	73,000.00
			Total:010-5820 Other Operating Expense		**392,022.31**
120-4330	**Other Materials and Supplies N**				
P23-00788	Amazon Capital Services, Inc.	028	Supplies for Ext. Care DO office	120-4330	59.08
P23-00823	Amazon Capital Services, Inc.	028	Supplies for Ext. Care summer gap program	120-4330	1,886.29
P23-00835	Ryan Communications	028	Portable Radios for Ext. Care Program sites	120-4330	2,271.54
P23-00845	Amazon Capital Services, Inc.	028	Supplies for summer gap- All sites	120-4330	1,254.20
P23-00859	Amazon Capital Services, Inc.	028	Supplies for Summer gap	120-4330	70.77
			Total:120-4330 Other Materials and Supplies N		**5,541.88**
211-4330	**Other Materials and Supplies N**				
B23-00195	Home Depot	004	Proj 22-17S Plumbing Materials/Supplies Needed DW	211-4330	500.00
			Total:211-4330 Other Materials and Supplies N		**500.00**
211-5820	**Other Operating Expense**				
P23-00798	Barnhart Balfour Beatty, Inc B alfour Beatty Construction	004	CM Services Apr 2023 #60000	211-5820	2,784.46
			Total:211-5820 Other Operating Expense		**2,784.46**
211-6209	**Main Construction-Buildings**				
P23-00811	Precision Plumbing	004	Proj 18-21 Locate Sewer Smell @G Bldg MCMS	211-6209	1,247.00
P23-00834	Reliable Floor Coverings, Inc	004	Proj 22-15S Floor Upgrade LVT Classroom C3 MCMS	211-6209	6,610.00
			Total:211-6209 Main Construction-Buildings		**7,857.00**
211-6272	**Construction Management Fees**				
P23-00798	Barnhart Balfour Beatty, Inc B alfour Beatty Construction	004	CM Services Apr 2023 #60000	211-6272	11,145.54
			Total:211-6272 Construction Management Fees		**11,145.54**
211-6280	**Construction Testing**				
P23-00797	NV5 West, Inc.	004	Proj 19-17S Emergency Gen Material Testing/Inspect	211-6280	5,530.00
			Total:211-6280 Construction Testing		**5,530.00**
		Total Number of POs	**107**	**Total**	**931,316.35**

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

Includes Purchase Orders dated 05/01/2023 - 05/31/2023

Fund Recap

Fund	Description	PO Count	Amount
010	General Fund	92	473,381.47
		Total Fiscal Year 2023	**473,381.47**
010	General Fund	5	424,576.00
		Total Fiscal Year 2024	**424,576.00**
120	Child Development Fund	5	5,541.88
		Total Fiscal Year 2023	**5,541.88**
211	Measure S Facilities & Tech	5	27,817.00
		Total Fiscal Year 2023	**27,817.00**
		Total	**931,316.35**

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.

Includes Purchase Orders dated 05/01/2023 - 05/31/2023

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
010-4330	**Other Materials and Supplies N**			
B23-00100	3,289.43	010-4330	General Fund/Other Materials and Supplies N	1,500.00
B23-00107	7,943.74	010-4330	General Fund/Other Materials and Supplies N	500.00
B23-00108	37,950.00	010-4330	General Fund/Other Materials and Supplies N	8,400.00-
B23-00109	30,791.32	010-4330	General Fund/Other Materials and Supplies N	8,341.61
B23-00111	500.00	010-4330	General Fund/Other Materials and Supplies N	500.00-
B23-00127	9,500.00	010-4330	General Fund/Other Materials and Supplies N	872.74
B23-00175	3,000.00	010-4330	General Fund/Other Materials and Supplies N	1,000.00
P23-00663	1,750.00	010-4330	General Fund/Other Materials and Supplies N	1,000.00
			Total:010-4330 Other Materials and Supplies N	**4,314.35**
010-5600	**Rents, Leases, and Repairs**			
B23-00119	2,900.70	010-5600	General Fund/Rents, Leases, and Repairs	1,000.00-
B23-00189	3,625.00	010-5600	General Fund/Rents, Leases, and Repairs	925.00
P23-00573	7,300.00	010-5600	General Fund/Rents, Leases, and Repairs	2,300.00
			Total:010-5600 Rents, Leases, and Repairs	**2,225.00**
010-5820	**Other Operating Expense**			
B23-00092	10,707.50	010-5820	General Fund/Other Operating Expense	3,200.00
B23-00174	15,210.00	010-5820	General Fund/Other Operating Expense	1,768.50
P23-00422	22,895.00	010-5820	General Fund/Other Operating Expense	3,182.50
P23-00531	1,640.50	010-5820	General Fund/Other Operating Expense	190.50
TB23-00013	38,000.00	010-5820	General Fund/Other Operating Expense	8,000.00
			Total:010-5820 Other Operating Expense	**16,341.50**
130-4700	**Food Purchases**			
FS23-00002	112,113.20	130-4700	Cafeteria Fund/Food Purchases	8,000.00
FS23-00003	124,668.72	130-4700	Cafeteria Fund/Food Purchases	10,000.00
FS23-00006	148,500.00	130-4700	Cafeteria Fund/Food Purchases	8,500.00
FS23-00015	96,222.63	130-4700	Cafeteria Fund/Food Purchases	491.35
FS23-00019	49,575.00	130-4700	Cafeteria Fund/Food Purchases	2.31
			Total:130-4700 Food Purchases	**26,993.66**
			Total PO Changes	**49,874.51**

Location Key
000/002 District-wide
001 Superintendent
004 Business Services
005 Curriculum
006 Human Resources
007 Technology
009 Brookside Elementary School
010 Oak Hills Elementary School
011 Red Oak Elementary School
012 Medea Creek Middle School
013 Oak Park High School
015 Oak View High School
023 Oak Park Neighborhood School
028 Extended Care

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. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE OVERNIGHT TRIP FOR OAK PARK HIGH SCHOOL SPEECH AND DEBATE TEAM TO THE JACK HOWE MEMORIAL TOURNAMENT – SEPTEMBER 30- OCTOBER 1, 2023.**

CONSENT

ISSUE: Shall the Board approve an overnight field trip for the OPHS Speech and Debate Team to Long Beach, California?

BACKGROUND: Principal, Mat McClenahan, requests approval for this tournament scheduled for September 30th – October 1st, 2023 in Long Beach, CA. Approximately 40 students, 2 coaches, and parents will travel by district approved drivers in private vehicles. They will depart on Saturday, September 30h at approximately 6 a.m. and return on Sunday, October 1st at approximately 10 p.m. Team and chaperones will stay at the Long Beach Marriott 4700 Airport Plaza Drive, Long Beach, CA 90815 for those that would like to stay. Accept this as certification that the Principal has reviewed and verified that all the required components of the approved *Field Trip Planning/Checklist* have been met.

FISCAL IMPACT: The cost is $70 per student (which includes tournament fees.) Lodging is optional. Funding source is the ASB Speech and Debate Team Fund and is included in the ASB 2023-2024 Budget.

BOARD POLICY: Pursuant to Board Policy 6153 School Sponsored Trips – Requests for field trips involving out-of-state, out-of-country, or overnight travel require Board approval prior to the trip.

GOAL: In support of District goal 2.B – Increase extracurricular program offerings and participation in all TK-12 schools.

ALTERNATIVES:
1. Approve overnight trip for Oak Park High School Speech and Debate Team – Long Beach, CA.
2. Do not approve overnight trip for Oak Park High School Speech and Debate Team

RECOMMENDATION: Alternative No. 1

Prepared by: Debbie Goodnough, Athletic Assistant, Oak Park High School
Mat McClenahan, Principal, Oak Park High School

Respectfully submitted:

Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Lantsman	_____	_____	_____	_____
Moynihan	_____	_____	_____	_____
Wang	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE RESOLUTION NO. 2023-09, APPROPRIATION AND BUDGETED TRANSFERS FISCAL YEAR 2023-2024**

CONSENT

ISSUE: Shall the Board of Education authorize transfers of budget appropriations and budgeted transfers of monies between funds as needed during the fiscal year in order to balance expenditure classifications or to meet the budgeted obligations of one fund to another?

BACKGROUND: Certain interfund transfers are budgeted each year such as deferred maintenance, or District contributions for technology. This resolution authorizes the business office to make transfers when the funds are needed. During the year, as expenditures are made and income received, it is often necessary to revise line-item budgets. These revisions are generally a shifting of appropriations from one major object code to another without increasing the site or program allocation. These types of revisions keep the line-item budget appropriation and expenditures in balance.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy 3110 Transfer of Funds - At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the County Auditor.

GOAL: In support of OPUSD Goal 4.b. Maintain fiscal stability and solvency

ALTERNATIVES:
1. Adopt Resolution No. 2023-09 Appropriation and Budgeted Transfers for 2023-2024.
2. Do not adopt Resolution No. 2023-09.

RECOMMENDATION: Alternative No. 1

Prepared by: Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				
Student Rep.				

OAK PARK UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2023-09

APPROPRIATION AND BUDGETED TRANSFERS FISCAL YEAR 2023-2024

WHEREAS, the Oak Park Unified School District budgets certain transfers and revises its appropriation budgets periodically to permit the payment of obligations of the district, and

WHEREAS, the District may authorize a district employee to make such transfers between the budgeted classifications and/or funds in order to balance expenditure classifications or to meet the budgeted obligations of one fund to another,

THEREFORE, BE IT RESOLVED that the Oak Park Unified School District authorizes the transfers necessary to permit business as usual during the 2023-2024 fiscal year. These transfers are to be presented to the Governing Board for ratification at the next regularly scheduled board meeting.

ADOPTED this 20th day of June 2023, by the governing board of the Oak Park Unified School District of Ventura County, California by the following vote:

AYES:

NOS:

ABSTAIN:

ABSENT:

THIS IS TO CERTIFY that the above resolution was adopted by the Board of Education at a regular meeting of the board.

_____
Clerk/Secretary of the Board

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **JEFF DAVIS, Ed.D., SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE RESOLUTION NO. 2023-10, TEMPORARY LOANS BETWEEN DISTRICT FUNDS FOR FISCAL YEAR 2023-2024**

CONSENT

ISSUE: Shall the Board of Education adopt Resolution No. 2023-10 to authorize temporary loans between funds during times when cash flow suffers prior to receipt of tax deposits or State revenues?

BACKGROUND: In the past, it has been necessary for the General Fund to borrow from other District funds in order to meet financial obligations. The General Fund receives its major tax receipt deposits in December and April, and the temporary loans permit payments to retail vendors and for employee payroll to continue during the low cash flow months.

During the 2023-2024 fiscal year, the District may be participating in a Revenue and Tax Anticipations Note (TRAN) program, which helps alleviate cash flow issues. It is still prudent, however, to have this resolution on file should the need arise. This resolution will enable the Administration to transfer the necessary funds to ensure continued business as usual. The resolution allows temporary loans between the General Fund and other funds until State revenues are received.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy 3110 Transfer of Funds - Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred.

GOAL: In support of OPUSD Goal 4.b. Maintain fiscal stability and solvency

ALTERNATIVES:
1. Adopt Resolution No. 2023-10, Temporary Loans Between District Funds.
2. Do not adopt Resolution No. 2023-10.

RECOMMENDATION: Alternative No. 1

Prepared by: Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				
Student Rep.				

OAK PARK UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2023-10

TEMPORARY LOANS OF FUND MONIES FISCAL YEAR 2023-2024

WHEREAS, pursuant to Education Code section 42603, the governing board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent of the maximum of monies held in any fund or account during a current fiscal year may be transferred.

WHEREAS, when there are insufficient funds to meet district obligations in the fund, and

WHEREAS, funds can be temporarily transferred from one or more funds to another fund of the district to be used for the payment of district obligations, and

WHEREAS, repayment of the temporary loan will be made from income received,

THEREFORE, BE IT RESOLVED that the Board of Education of the Oak Park Unified School District authorizes the temporary transfer of cash from one district fund to another in order to meet the financial obligations of the District as the need may arise during the 2023-2024 fiscal year.

ADOPTED this 20th day of June 2023, by the governing board of the Oak Park Unified School District of Ventura County, California by the following vote:

AYES:

NOS:

ABSTAIN:

ABSENT:

THIS IS TO CERTIFY that the above resolution was adopted by the Board of Education at a regular meeting of the board.

_____

Clerk/Secretary of the Board

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **JEFF DAVIS, Ed.D., SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE RESOLUTION NO. 2023-12, AUTHORITY TO IMPROVE COMPENSATION FOR CERTAIN CATEGORIES OF EMPLOYEES AFTER JULY 1, 2023**

CONSENT

ISSUE: Shall the Board adopt Resolution No. 2023-12, reserving the right to grant future compensation improvements to employees not covered by labor contracts?

BACKGROUND: Education Code Sections 45032/45162 provide that salaries may be set at any time during the year. This does not permit retroactivity. California Constitution (Article XI, Section 10a) prohibits officers or employees from receiving additional compensation for services already rendered. If the Board declares in advance of the new fiscal year that compensation for all management, confidential, and/or other unrepresented employees is indefinite, whether subject to future review, negotiation, financial condition, or other factors, such action will suffice to permit retroactive compensation payments back to the beginning of the new year. When retroactive payment is made, it will constitute payment of compensation which has been finally set by the governing board. Compensation in such circumstances can be acted upon by the governing board during the next year, to be effective retroactively to the start of the new year.

In accordance with information received from the Ventura County Office of Education, it is recommended that the Board approve the following Resolution No. 2023-12, reserving the right to grant to unrepresented employees, including those who are members of the confidential, supervisory, and all management groups, and as such are not covered by labor contracts, the right to compensation improvements, after July 1, 2023. Approval of this resolution is required by law and provides maximum flexibility to revise compensation schedules following final state budget decisions and completion of collective bargaining contract negotiations.

FISCAL IMPACT: None, at this time.

BOARD POLICY: N/A

GOAL: In support of OPUSD Goal 4.b. Maintain fiscal stability and solvency

ALTERNATIVES:
1. Adopt Resolution No. 2023-12, Authority to Improve Compensation for Certain Categories of Employees After July 1, 2023.
2. Do not adopt Resolution No. 2023-12.

RECOMMENDATION: Alternative No. 1

Prepared by: Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

_____
Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				
Student Rep.				

OAK PARK UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2023-12

AUTHORITY FOR THE BOARD OF EDUCATION TO IMPROVE COMPENSATION FOR CERTAIN CATEGORIES OF EMPLOYEES AFTER JULY 1, 2023

THE BOARD OF EDUCATION OF THE OAK PARK UNIFIED SCHOOL DISTRICT HEREBY RESERVES the right to grant to unrepresented employees, including those who are members of the confidential, supervisory, and management groups, and as such are not covered by labor contracts, the right to compensation improvements. This Resolution would remove any doubt that the Board of Education has the right to improve compensation to non-represented employees on or after July 1, 2023, and to set the amounts and effective date of any such improvements.

WHEREAS, unrepresented employees, including those who are in confidential, supervisory, or management positions, whether certificated or classified, and as such, not members of collective bargaining units, and their compensation is not negotiated in labor contracts; and,

WHEREAS, the Board of Education believes that compensation consideration should be given to unrepresented employees, including those who are in confidential, supervisory, or management positions, whether certificated or classified,

THEREFORE, BE IT RESOLVED that the Board of Education of the Oak Park Unified School District reserves the right to consider and to improve compensation to one or all of the unrepresented employee groups, including those who are in confidential, supervisory, or management positions, in Fiscal Year 2023-2024 and to make any such salary and benefits improvements effective July 1, 2023, or at any date thereafter during Fiscal Year 2023-2024.

ADOPTED this 20th day of June 2023, by the governing board of the Oak Park Unified School District of Ventura County, California by the following vote:

AYES:

NOS:

ABSTAIN:

ABSENT:

THIS IS TO CERTIFY that the above resolution was adopted by the Board of Education at a regular meeting of the board.

_____

Clerk/Secretary of the Board

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE CONTRACTS – JUNE 20, 2023 THROUGH JUNE 30, 2023**

CONSENT

ISSUE: Shall the Board approve the following contracts for the period June 20, 2023 through June 30, 2023?

BACKGROUND: Contracts Report listing all contracts prepared during the reporting period is included for the Board review. All contracts have been reviewed and approved by an administrator as a necessary expense and are budgeted for and within the budget authorization of the account. The Board is requested to approve the contracts from June 20, 2023 through June 30, 2023. The contracts are included for the Board review.

Vendor Name	Description	Amount
Fagen Friedman & Fulfrost LLP	The Fagen Friedman & Fulfrost (F3) renewal contract is for legal services. The District has been utilizing its services for 12 years. The hourly profession rates from last year have increased by $20-$25 on average. The 2023-24 proposed budget includes $263,160 for legal services.	Hourly based on types of services
Finalsite	Blackboard, which manages all District websites, has been acquired by Finalsite. While FinalSite has stated that any existing BlackBoard contract terms will be honored, support channels for the product have and will continue to change. FinalSite has offered free content migration if the District signs a contract by June 30, 2023. The district will continue to use Blackboard Web Community Manager from 7/1/23-6/30/24, to give it time to work with the school sites to launch Finalsite Composer on 7/1/24.	$36,193
VCOE	This is a renewal agreement for data processing services. This includes the hosting and support of the Escape Financial and Payroll/Personnel Systems and Frontline Absence Management and Time and Attendance software. The contract reflects an increase of $10,714 from last year.	$69,097.35
Niche	Niche provides schools with rankings, report cards, and reviews. This renewal agreement supports the District's marketing efforts to connect families with its schools. The agreement reflects a 5% increase cost from last year.	$23,090

FISCAL IMPACT:	All contracts are approved by an administrator and included in the proposed 2023-2024 Budget.
BOARD POLICY:	Pursuant to Board Policy 3300 Expenditures/Expending Authority – The Board is required to review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days.
GOAL:	In support of District Goal 4 Utilizing resources efficiently and responsibly.
ALTERNATIVES:	1. Approve the Contracts Report as submitted. 2. Do not approve the Contracts Report.
RECOMMENDATION:	Alternative No. 1

Prepared by: Byron Jones, Director Fiscal Services
Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				
Student Rep.				

Fagen Friedman & Fulfrost LLP

AGREEMENT FOR LEGAL SERVICES

This agreement is by and between Oak Park Unified School District ("Client") and the law firm of Fagen Friedman & Fulfrost LLP (F3 Law) ("Attorney"). In consideration of the promises and the mutual agreements hereinafter contained, Attorney agrees to provide legal services to Client on the terms set forth below effective July 1, 2023:

1. CONDITIONS. This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.

2. SCOPE OF SERVICES. Client hires Attorney as its legal representative/counsel with respect to matters Client specifically refers to Attorney. Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client's inquiries.

3. CLIENT'S DUTIES. Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client's attention, to abide by this Agreement, to pay Attorney's bills on time and to keep Attorney advised of Client's address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. CONSULTANT SERVICES. Attorney may provide consulting services, which may be referred to as Next Level Client Services, in addition to or in support of the legal services provided pursuant to this Agreement, through qualified non-attorney consultants, including but not limited to: governance training and assistance; communications services; education program planning and implementation; mentoring, coaching, and leadership; strategic planning and solutions; and advocacy at the local and state level.

5. EMAIL COMMUNICATIONS/CLOUD-BASED COMPUTING. In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. In addition, Attorney uses a cloud computing service with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. Although Attorney will take reasonable precautions to keep email and other electronic data confidential and secure, because technology and cyber threats continue to evolve, there may be risks communicating and storing electronic data in this manner, including risks related to confidentiality and security. By entering into this Agreement, Client is consenting to such e-mail transmissions with Client and Client's representatives and agents, as well as to having communications, documents and electronic data pertinent to Client's matter(s) stored through a cloud-based service.

6. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney's prevailing rates for all time spent on Client's matter by Attorney's legal personnel. Current hourly rates are noted in an attached rate schedule and the actual rate billed is based on the attorney's number of years of experience.

The rates on this schedule, as well as the current job title designations/ classifications listed hereon, are subject to change on 30 days' written notice to client. If Client declines to pay any increased

rates, Attorney will have the right to withdraw as Attorney for Client. The time charged will include the time Attorney spends on telephone calls relating to Client's matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

7. COSTS AND OTHER CHARGES. (a) Attorney will incur various costs and expenses in performing legal services under this Agreement. Except as otherwise stated, Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. These include fees fixed by law or assessed by public agencies, messenger and other delivery fees, out of office copying/reproduction costs, and travel costs (including mileage charged at the standard IRS rate, parking, transportation, meals and hotel costs, if applicable), and other similar items. The following costs shall not be charged:

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge

(b) Out of town travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by law firm personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

(c) Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges.

8. BILLING STATEMENTS. Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a statement at intervals of less than 30 days. If Client requests a bill, Attorney will provide one within 10 days. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

9. DISCHARGE AND WITHDRAWAL. Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter or any fact or circumstance that would render Attorney's continuing representation unlawful or unethical. When Attorney's services conclude, all unpaid charges will immediately become due and payable. Following the conclusion of Attorney's representation of Client, Attorney will, upon Client's request, deliver to Client the Client file(s) and property in Attorney's possession, whether or not Client has paid for all services. If Client has not requested delivery of the files, Attorney may destroy all such files in its possession seven (7) years after the conclusion of the representation.

10. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

11. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

12. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

13. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

14. MEDIATION CLAUSE. If a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

15. EFFECTIVE DATE. This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED DUPLICATE OF THIS AGREEMENT.

IN WITNESS WHEREOF, the parties have signed this Agreement for Legal Services.

Oak Park Unified School District	Fagen Friedman & Fulfrost LLP
	Namita S. Brown
Type or Print Name	***Name***
	Managing Partner
Type or Print Title	***Title***
District Authorized Signature	***Signature***
DATE:_____	DATE: May 17, 2023

Fagen Friedman & Fulfrost LLP

Please Return Professional Rate Schedule With Contract

PROFESSIONAL RATE SCHEDULE

Oak Park Unified School District
July 1, 2023

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Associate	$260 - $290 per hour
Partner	$310 - $345 per hour
Senior Partner*	$370 per hour
Senior Counsel/Of-Counsel	$325 - $345 per hour
Paralegal	$175 - $260 per hour
Law Clerk	$260 per hour
Next Level Client Services	$180 per hour
Education Consultant	$270 per hour
Communications Services Consultant	$290 per hour
Communications Services Associate	$100 per hour
Technology Discovery Associate	$50 per hour

**Partners with 25+ years of experience.*

Travel time shall be charged only from the Attorney's nearest office to the destination and shall be prorated if the assigned Attorney travels for two or more clients on the same trip. If Client requests a specific Attorney, Client agrees to pay for all travel time of that specific Attorney in connection with the matter. For matters concerning compliance with state and federal voting rights laws and/or related subjects, Client agrees to pay for all travel time of assigned Attorney in connection with those matters.

2. ON-SITE LEGAL SERVICES

At Client's discretion and by prior arrangement of Client and Attorney, Attorney may provide regularly scheduled on-site legal services ("Office Hours") to address legal issues that may arise in Client's day-to-day operations. Office Hours, which include time Attorney spends at Client's facility as well as travel time, shall be provided at a reduced hourly rate of 90% of the Attorney's standard hourly rate.

3. COSTS AND EXPENSES

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

FINALSITE

Let’s create your web solution together.

Proposal for:

Oak Park Unified School District

Rory

Date: 6/8/2023

Schools choose Finalsite for its industry-standard marketing and communications platform, award-winning design, and secure data integration with third-party systems. With offices in Glastonbury, CT and London, Finalsite is the leading provider for over 2,200 international and independent schools, districts and colleges in more than 80 countries with a team of professionals who care deeply about their work and who value a lasting partnership.

Dear Adam,

Thank you for your interest in Finalsite's software and services. We look forward to collaborating with your team on this important project, and appreciate the opportunity to present this proposal.

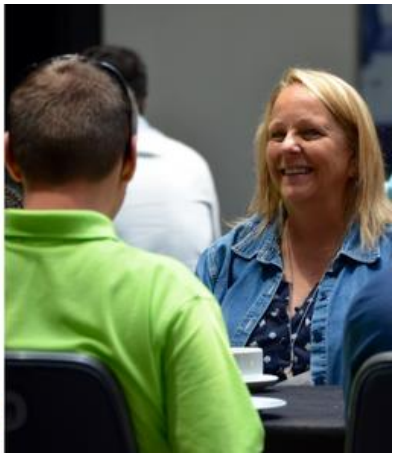
Finalsite has worked with schools like Oak Park Unified School District to help them make the most of their web presence since its founding in 1998, and has a strong track record you can count on that includes our web software, award-winning design, time-saving integrations and expert consulting services. We've developed a successful method for helping you to launch a site on time and on budget, and have a foundation that's built on partnering with you to exceed your goals.

We look forward to sharing ideas around how we can address key opportunities for Oak Park Unified School District to shine using our software, hosting, support and design. The enclosed lays out our plan to create a web solution for you, including a proposed timeline and cost, as well as further detail about our support, training, and hosting.

Please contact me with any additional questions or clarifications. I can be reached at and rory.berg@finalsite.com. We look forward to partnering with you and your team on this project!

Sincerely,

Rory



Oak Park Unified School District Web Solution Project

Why Finalsite?

With all the choices you have in website and software providers, why should you choose Finalsite?

THE LEADING MARKETING AND COMMUNICATIONS PLATFORM

Connecting to your community at the right stage in their journey with a message that engages them is the key to your success. That's why we provide you with all the tools you need to share your story, measure your efforts, and truly engage current and prospective families, board members, alumni, faculty, staff and community partners. Our modules for site personalization, drip campaigns, A/B testing and content marketing are designed *just* for schools, not for business, and are easy to use with minimal training.

AWARD-WINNING DESIGNS

You may have heard that you have just seven seconds to make an impression on a website visitor, and at Finalsite, we're proud of our ability to build sites that creatively and uniquely tell schools' stories online. Our designers aren't just creative, they're pragmatic: we've won more than 80 prestigious design awards for our work, and our sites stand out for their amazing user experiences and beautiful layouts that reflect our schools on the screen.

A MODERN, ROBUST PLATFORM

Built using Ruby on Rails programming language, our software platform is designed for the mobile present, and reflects our knowledge of how your community uses your website. Every site we build is automatically responsive to provide an awesome experience on every device, and our new CMS brings tools like drag-and-drop placement and WYSIWYG editing to a system that anyone can use to maintain and update your new site.

WORLD-CLASS TRAINING AND SUPPORT THAT'S WORLDWIDE, TOO

One of our largest investment areas is support, and our nearly-perfect rating for support tickets in the last 12 months shows that our clients are thrilled with how we help them succeed. With central offices in the US and the UK, we offer phone support in nearly every time zone. We never , we never outsource our support, so you can always be sure you're talking to someone who knows your school.

EXTENSIVE EXPERIENCE AND STRATEGIC SERVICES TO HELP YOU SUCCEED

Finalsite serves more than 2200 schools in 70 countries, and we've gained experience from our almost twenty years of partnering with schools like yours. Our staff is made up of people like you who have faced your challenges in the classroom and in a variety of roles in admissions, advancement, athletics and school leadership. Having "school people" on our team means we understand your goals and needs, and collaborate with you effectively.

2,200 SCHOOLS WORLDWIDE

80+ DESIGN AWARDS

95% AVERAGE CLIENT RETENTION RATE SINCE 1998

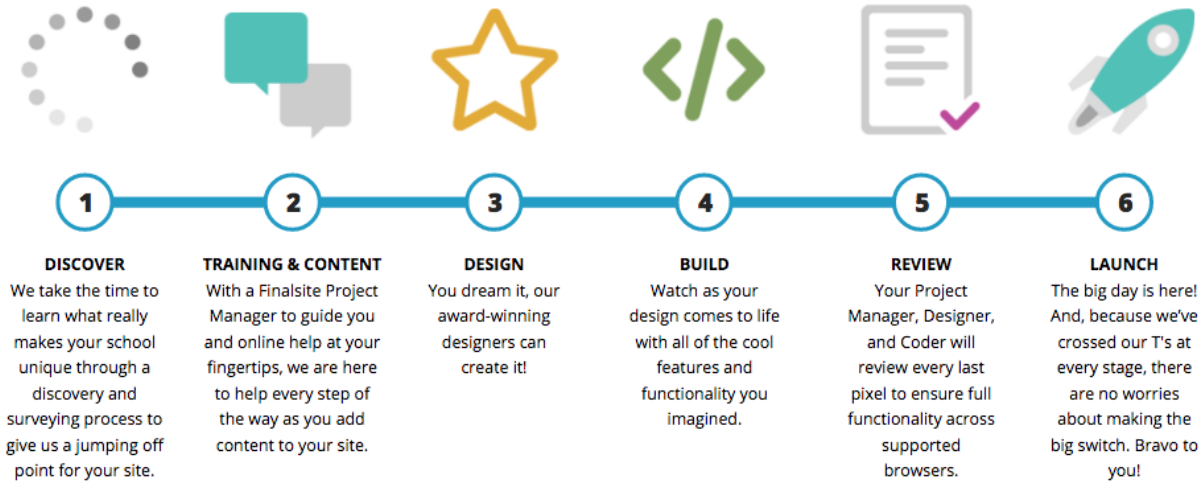
Project Management

Your Project Manager is there for you from the moment you sign with Finalsite until the proud moment when you launch your new site. With deep experience working with schools like yours, our team knows all the tricks to make the site design and launch process work to effectively tell your story online and empower you to communicate more effectively. You might even have fun while you're at it!

THE PROJECT MANAGEMENT TIMELINE

Furthermore, launching a new site is a an accomplishment, and we're you're partner to make sure the process goes smoothly.

THE PROJECT MANAGEMENT PROCESS



Training and Support

Our training resources ensure that you will be able to hit the ground running after launch, with access to both online training—like webinars, downloadable content, and our Virtual Bootcamp—and in-person events and workshops, including our annual user conference, FinalsiteU.

Prefer on-site training? Finalsite's trainers can come to you, in person or virtually, to host specific sessions just for your school's needs.

We've partnered with Educational Collaborators to provide schools around the world with the opportunity to receive on-site training from skilled experts. With experience in strategic planning, technology integration and professional development, Educational Collaborators is highly sought-after as a trusted partner for more than 600 schools around the world.

Additional resources for your training and support include:

YOUR CLIENT SUCCESS MANAGER

Every school is assigned a dedicated Client Success Manager, whose job it is to help your team realize your institutional goals through your work on the Finalsite platform. You'll hear frequently from your Client Success Manager on best practices and opportunities for training and professional development. You can expect to speak with your Client Success Manager by phone or in person every few months at a minimum, or as frequently as you need to feel confident using the Finalsite tools. Consider your Client Success Manager a strategic partner who's always in your corner!

PHONE ASSISTANCE

Emergency support is available by phone 24 hours a day, on-demand phone support is available 8am-8pm ET.

ONLINE SUPPORT

OUR ticketing system allows you to make non-emergency requests and questions, with tracking and archiving. Resolving your request may involve assistance via email, video chat, or telephone.

Online Knowledge Base

An extensive searchable database of how-to and help topics lets you quickly find answers for all aspects of the platform.

VIDEO HELP

Online training sessions of essential website management tasks means you can get up-to-speed at your convenience.

PRINTABLE PDF TRAINING GUIDES

Printable training guides help you to facilitate group training sessions for your team.

SOFTWARE UPDATE BLOG

A bi-weekly blog with the latest updates and tips from the Support and Product teams.

COMMUNITY VOICE

A private, online place to share and connect with Finalsite and other schools from around the world.

UNLIMITED ONLINE TRAINING WEBINARS

Access to weekly live webinars on all parts of the platform, as well as regular sessions on high-level strategy, ensures you'll get up to speed on new features and use your Finalsite solution to the fullest.

REGULARLY SCHEDULED UPDATES

Product enhancements happen year-round, and you'll be notified as they are released.

FINALSITE UNIVERSITY
Join us in June at our annual user conference to attend sessions on industry best practices and the Finalsite platform, network with your peers from schools around the world, socialize and strategize.

Making the Most Out of Your Website

Your site is not an island. In fact, it interacts with and depends on many parts of the digital world. While positioning your site to do this in an optimal way is important, we understand that many clients don't have the time or resources to tackle this work. Here's how Finalsite helps you make sure your site has the visibility that leads to more of the best kinds of visits.

ORGANIC SEARCH
Our Composer CMS has SEO best-practice features built in, from easily-managed alt tags to per-page control of your robots.txt and XML sitemap files. In addition, Finalsite's site deployment process includes the configuration of custom Google Analytics tracking to enable enhanced reporting not only on how people find your site, but also on how they use it. Finalsite's internet marketing team includes SEO specialists, allowing you to add hands-on SEO services to your contract.

DIGITAL ADVERTISING
We design interior page layouts so that you can easily build pay-per-click advertising (PPC) landing pages with all the features that enable you to keep the momentum that an ad-clicker carries into their website visit. In addition, Composer sites are compatible with remarketing technologies that allow you to serve targeted campaigns to site visitors with certain behaviors, allowing you to keep yourself in their research process. Finalsite's internet marketing team includes Google AdWords Certified PPC experts, allowing you to add hands-on PPC services to your contract.

SOCIAL MEDIA
Composer's Social Sharing buttons let your visitors share your site content on their own social media accounts, all without leaving your website. Activate Social Sharing buttons for Facebook, Twitter, Google+, LinkedIn and Pinterest, as well as Email sharing and Printing, and share away!

Finalsite Feeds allows you to curate a variety of posts coming from multiple platforms for display throughout your website. Social posts automatically update from the sources included in your package – such as hashtags and social media accounts including Facebook, Twitter , and more. With Feeds, users will see the social media posts you want them to see in a layout you choose.

Finalsite's internet marketing team includes social media wizards, enabling you to add hands-on social advertising and social account management services to your contract. Ask about our in-depth social media audit for teams looking to refine their social media practices.

FINALSITE ADVANTAGE

Helping you develop and accomplish marketing strategies that get results, Finalsite Advantage arms school marketing, communications, admissions and development professionals with the strategic support they need to make the most of their time, budget, and skills in an ever-changing school landscape.

Finalsite Advantage is based on an ongoing partnership with a dedicated consultant. They will spend time getting to know you and your school to provide you with the best ongoing strategic support for the life of your Advantage relationship.

Finalsite Security and Hosting

Finalsite works to ensure that our clients - and the students, parents, faculty and others they represent - are protected by reliable, effective security measures. Our protocols are continually assessed and updated, and our certified information security team stays on top of the latest tools and best practices to keep your data safe.

SECURITY PROTOCOLS

All access to production data is carefully controlled and limited, and physical access to laptops and servers is monitored and controlled.

Passwords are held to a high standard of security, and are stored as secure, salted hashes that cannot be decrypted by users for retrieval or by Finalsite staff; this type of encryption makes these passwords very resilient to any attacks.

All devices that access our systems are scanned for malware and centrally-managed

All users undergo a required security training on an annual basis

Our Security Incident Response Team is kept on 24/7 standby and meets weekly to review our security posture

We remain vigilant for new security threats and monitor major reported breaches and vulnerabilities to understand their potential impact on our operations.

UPTIME PROTOCOLS (99.9% UPTIME)

Our quality infrastructure means superior performance, stability and reliability. Our servers are constantly monitored, 24 hours a day, year-round.

NIGHTLY BACKUP

Files are stored at Finalsite's off-site data center.

ACCOUNTABLE PROFESSIONALS

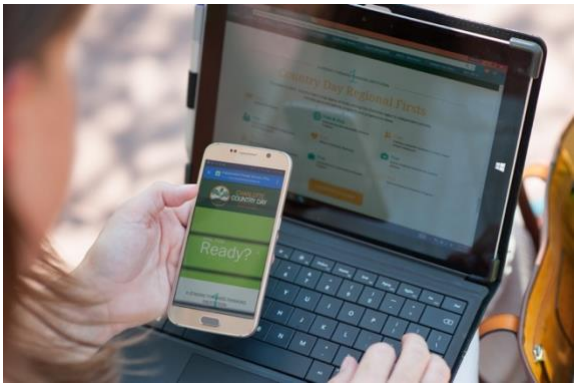
We do not outsource support. In an emergency or during routine support questions, you will be in direct contact with the professionals responsible for your data.

HUGE BANDWIDTH AND STORAGE

Our data center serves over 1.2 million daily page views with capacity to ramp up bandwidth at any time. Expandable disk space allows for growing demands.

FASTER BROWSING

We've partnered with Akamai to serve selected content via their global content delivery network (CDN). This means that your geographically dispersed audience will be accessing large videos, slideshows and other critical content faster from data centers located closer to them.



HIGH PERFORMANCE

With CPU utilization averaging just under 20%, Finalsite has plenty of power for demanding web applications.

DATA INTEGRATION & SINGLE SIGN-ON (SSO)

Finalsite has partnered with the most popular systems in the education market to ensure that you can get the most out of your existing IT investments. We are always working on new partnerships and can often figure out a way to help tie systems to your Finalsite solution. A list of our partners can be found on our website http://www.finalsite.com/add-ons.

Fees & Scope of Web Software & Services

CREATIVE AND DEPLOYMENT SERVICES PACKAGE
Blackboard WCM Composer Upgrade The Statement of Work ('SOW') for this Creative Services Package can be reviewed here https://www.finalsite.com/sow-wcm-conv

CREATIVE AND DEPLOYMENT SERVICES PACKAGE
Package 2 The Statement of Work ('SOW') for this Creative Services Package can be reviewed here https://www.finalsite.com/sow2

COMPOSER CMS PLATFORM
Core Communications Platform - Blackboard WCM Conversion View a detailed description of what's included in your software package here https://www.finalsite.com/wcm-conv-pkg

PRODUCTS INCLUDED IN CORE COMMUNICATIONS - WCM CONVERSION	
Finalsite Composer Content Management System	Granular Permissions
Admin Users. Editors (27)	HTTPS Implementation
Admins with ticketing rights (9)	Knowledge Base and Product Training Resources
Basic Integrated Site Search	Mobile Friendly, Responsive Designs
Calendar Manager	News / Blogs via Posts (36 boards pooled)
Website cloud storage / 120 GB	Page Based Notifications (Unlimited)
Comprehensive Training Program	Published Pages (Unlimited)
Content Migration for Tiers 1, 2, 3	Resources (Media, Galleries, Document Library)
Drag - and - Drop Page Elements	Secure Hosting & CDN
Faculty / Staff Directory (public facing)	Single Sign-On
Faculty / Staff Portal	Social Media Feeds for Districts - Standard (9)
Forms Manager (36 forms pooled)	Standard Support Plan

Additional Products or Services Purchased:

DATA INTEGRATION	
LDAPS/Active Directory Integration	

MODULES	
Advanced Search	AudioEye Managed
Weglot Exclusive (Unltd languages, 500K words)	

Community Engagement Products:
[x] indicates product removed.

Mobile Communications App	
Mobile Communications App	

Web Community Manager	
Creative Templ Regul Maint	WCM Essential

The above products, to include but not limited to (modules, integration, design and consulting) will be billed upon contract signature.

Special Provision:

1. Client will continue to use Blackboard Web Community Manager from 7/1/23-6/30/24, then will launch Finalsite Composer on 7/1/24.

Design, Implementation and Annual Software Subscriptions Costs

Total Cost/Year during the Initial Term of this Order, subject to adjustment for any renewal term as provided below.

TOTAL SETUP COST (USD)
$20,000 – Theme Flex Design

SCHEDULE	AMOUNT
Year 1 – 7/1/23	$ 16,193
Year 2 – 7/1/24	$ 16,720 – *pending optional add-on products*
Year 3 – 7/1/25	$ 28,435 – *pending optional add-on products*
Year 4 – 7/1/26	$ 29,025 – *pending optional add-on products*
Year 5 – 7/1/27	$ 29,635 – *pending optional add-on products*

** Please note that Year 1 begins upon execution of the contract. Year 2 subscription payment will be due at the end of year 1 on the anniversary date.*

Optional Add-On Products

- AudioEye Auto-ADA Compliance Tool: $5,600/year
- Weglot Translation (unlimited languages): $2,500/year
- LDAPS/Active Directory Integration: $2,000/year
- Advanced Search: $500/year

Ventura County Office of Education
Dr. César Morales, Superintendent of Schools
5189 Verdugo Way
Camarillo, CA 93012

AGREEMENT FOR CA-ERP FINANCIAL & PAYROLL/PERSONNEL SYSTEM

This agreement is made between the **Oak Park USD** of Ventura County, hereinafter referred to as "LEA," and the Ventura County Office of Education hereinafter referred to as "VCOE."

It is Hereby Agreed between the Parties as follows:

1. **Time Period**
   VCOE agrees to furnish the LEA services in processing and reporting for the fiscal year July 1, 2023, through June 30, 2024, and thereafter on a yearly basis unless written notice to the contrary is received by VCOE prior to the fifteenth of January of any year in which the services are rendered.

2. **Services Provided**
   - VCOE shall provide services and transactions available in the Escape Financial & Payroll/Personnel System and the new Frontline modules – Absence Management and Time and Attendance.
   - Secured access through VPN (Pulse Secure) and two-factor authentication (DUO).

3. **Exclusions**
   Software support does not include:
   A. Programming required because of changes in computer equipment or configuration.
   B. Problems resulting from equipment failure.
   C. Unauthorized alterations to the programs.

4. **Charges**

   [redacted]
   $ $69,097.35

5. **Payment Schedule**
   The LEA agrees that the fees shall be paid in a single installment once invoiced and payable no later than December.

[redacted]

Approved this_____day of_____, 20_____.

_____
LEA Authorized Representative

[redacted]

Approved this 1 day of June, 20 23.

Lisa Cline
_____
VCOE Authorized Representative

DocuSign Envelope ID: 04E45AAE-008C-4355-B66E-B66463C5F1C6 ...ary and Confidential

NICHE®

Extension Amendment For Niche.com Services

Customer		
Customer	Oak Park Unified School District	
Contact	Name: Adam Rauch Email: arauch@opusd.org Phone:	
PO #		Sales Tax Exempt?

As of the Extension Effective Date provided below, this document (the "**Extension**") serves as an amendment to renew, extend, and/or add Services to the Agreement between the customer identified above ("**Customer**") and Niche.com, Inc. ("**Niche**"), dated as of 7/1/2022, including any prior amendments thereto (collectively, the "**Agreement**"). Customer represents that it has the authority to, and hereby does, bind all of the 3rd party Entities listed in the **Entity List** attached hereto as Exhibit A, each of which shall receive Services hereunder, to this Agreement, including any Exhibits, attachments, or amendments hereto. An Entity ("**Entity**" or "**Entities**") includes the Customer and any entity that Customer directly or indirectly controls, is controlled by or is under common control with Customer; "**control**" means ownership of the majority of the voting shares of such entity or the ability to direct the operations and management of such entity; "**Parent Entity**" shall be the Entity listed as such in Exhibit A.

The Extension includes the Services described below commencing on the Extension Effective Date. Except as expressly amended by the Extension, all of the terms and provisions of the Agreement shall remain in full force and effect, apply to the Services listed below, and are hereby ratified and confirmed inevery respect.

Services

- **Sponsored Search Listings**
- **Premium Profile**
- **Sponsored Profile Listings**
- **Sponsored Listings on Places To Live**
- **Standard Remarketing with Search**
- **Remarketing on Places To Live**
- **Targeted Promotion**
- **Custom Goals**
- **Quarterly Digital Strategy Review**
- **Pixel**
- **Google Analytics Dashboard**
- **Premium Profile**
- **Premium Profile**
- **Premium Profile**
- **Premium Profile**
- **Premium Profile**
- **Premium Profile**
- **Premium Profile**

©Niche.com, Inc. | 2840 Liberty Avenue | Suite 202 | Pittsburgh, PA 15222 | Phone: 412.361.5080 | Fax: 412.361.5086 |

Total Service Fee (USD):	**$23,090**
Invoicing Selection:	**Upfront**

Extension Effective Date	7/1/2023
Term Length	12.0 Months

[Signatures Applied on the Following Page]

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Agreement & Acceptance: Niche and Customer agree that this Extension Amendment shall be deemed effective upon either the full execution or email acceptance by Customer, at Customer's option.

IN WITNESS WHEREOF the parties, intending to be legally bound, have entered into the Extension, as of the Extension Effective Date.

NICHE.COM, INC.		**CUSTOMER:**	
By:		**By:**	
Name:	ODA Team	**Name:**	Adam Rauch
Title:		**Title:**	Assistant Superintendent
Date:	6/12/2023	**Date:**	

DS

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EXHIBIT A
ENTITY LIST

	Entity Name	Entity Address
Parent Entity	Oak Park Unified School District	(See Above)
Entity #1	Brookside Elementary School	165 N Satinwood Ave, Oak Park, California 91377
Entity #2	Oak Hills Elementary School	1010 Kanan Rd, Oak Park, California 91377
Entity #3	Oak Park High School	899 Kanan Rd, Oak Park, California 91377
Entity #4	Medea Creek Middle School	1002 Doubletree Rd, Oak Park, California 91377
Entity #5	Oak View High School	5701 Conifer St, Oak Park, California 91377
Entity #5	Red Oak Elementary School	4857 Rockfield St, Oak Park, California 91377
Entity #7	Oak Park Independent	5801 Conifer St, Oak Park, California 91377

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TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE 2023-2024 OAK PARK UNIFIED SCHOOL DISTRICT LOCAL CONTROL AND ACCOUNTABILITY PLAN AND LOCAL INDICATORS**

ACTION

ISSUE: Shall the Board approve the 2023-2024 Oak Park Unified School District Local Control and Accountability Plan (LCAP) and Local Indicators?

BACKGROUND: The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the local control funding formula (LCFF). Under the LCFF, all local educational agencies (LEAs) including school districts, county offices of education (COEs), and charter schools are required to prepare the LCAP which is a 3-year plan, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) sections 52060(d), 52066(d), and 47605. The Local Control and Accountability Plan and the Annual Update (LCAP) must be completed in conformance with the SBE-approved template.

In the third year of the three-year plan, the 2023-2024 Oak Park Unified School District LCAP has been developed with the input from diverse groups of stakeholders. In conformance with Education Code 52062, the District's initial draft of the 2023-2024 LCAP was presented at a public hearing held on June 13, 2023 at a Special Board of Education Meeting where the proposed budget was also presented for information and public participation and Board's input and recommendation. Prior to the adoption of the annual school district budget the LCAP must be approved by the Board of Education at the same meeting at which the annual budget is approved. The 2023-2024 Local Control Accountability Plan and Local Indicators are included for the Board's Review.

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally collected data. The Local Indicator are:
Priority 1: Basic Conditions at School
Priority 2: Implementation of State Academic Standards
Priority 3: Parent and Family Engagement
Priority 6: School Climate
Priority 7: Access to a Broad Course of Study

The 2023 local indicator progress was shared at the June 13, 2023 Board of Education meeting and is being brought again for final approval with the LCAP to the June 20, 2023 Board meeting. Please note that in the 2021-22 school year, the CDE adjusted the timeline for final local indicator Board approval. In previous years, all districts brought the local indicators to the Board for approval in the fall. Last January (2022) CDE changed the local indicator timeline to reflect a new requirement to have local indicators approved at a regular Board meeting along with the LCAP prior to June 30th. As such, the 2022 local indicators were not met. Although all local indicators were reported for the 2021-22 school year, staff did not bring them to the Board for approval until the

August 30, 2022 meeting. Therefore, the 2022 local indicators were considered to be "Not Met" because they were not reported to the Board by the June 30, 2022 deadline. Each of the local indicator self-refection tools was administered and narratives were completed, but the updated 2022 CA Dashboard will indicate "Not Met" for all of OPUSD's local indicators as a result of the required Board approval date not being met. Progress towards the local indicators will continue to be evaluated and will be shared and approved along with the LCAP in June 2023 and all future years.

FISCAL IMPACT: Upon its final approval at the Board's June 20, 2023 meeting, the 2023-2024 LCAP will provide the basis for the District's 2023-2024 operating budget, which is also on this meeting's agenda.

BOARD POLICY: Pursuant to Board Policy 0460 Local Control Accountability Plan: The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

GOAL: In Support of District Goals: Goal 1: Increase academic achievement for all students. Goal 3: Improve engagement with educational partners. Goal 4C: Collaborate with local wellness community partners and Challenge Success to promote ongoing trends and continue to find ways to expand our climate of care.

ALTERNATIVES: 1. Approve the 2023-24 Oak Park Unified School District Local Control and Accountability Plan (LCAP) and Local Indicators.
2. Do not approve the LCAP and Local Indicators.

RECOMMENDATION: Alternative #1

Prepared by: Tammy Herzog. Assistant Superintendent of Educational Services

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

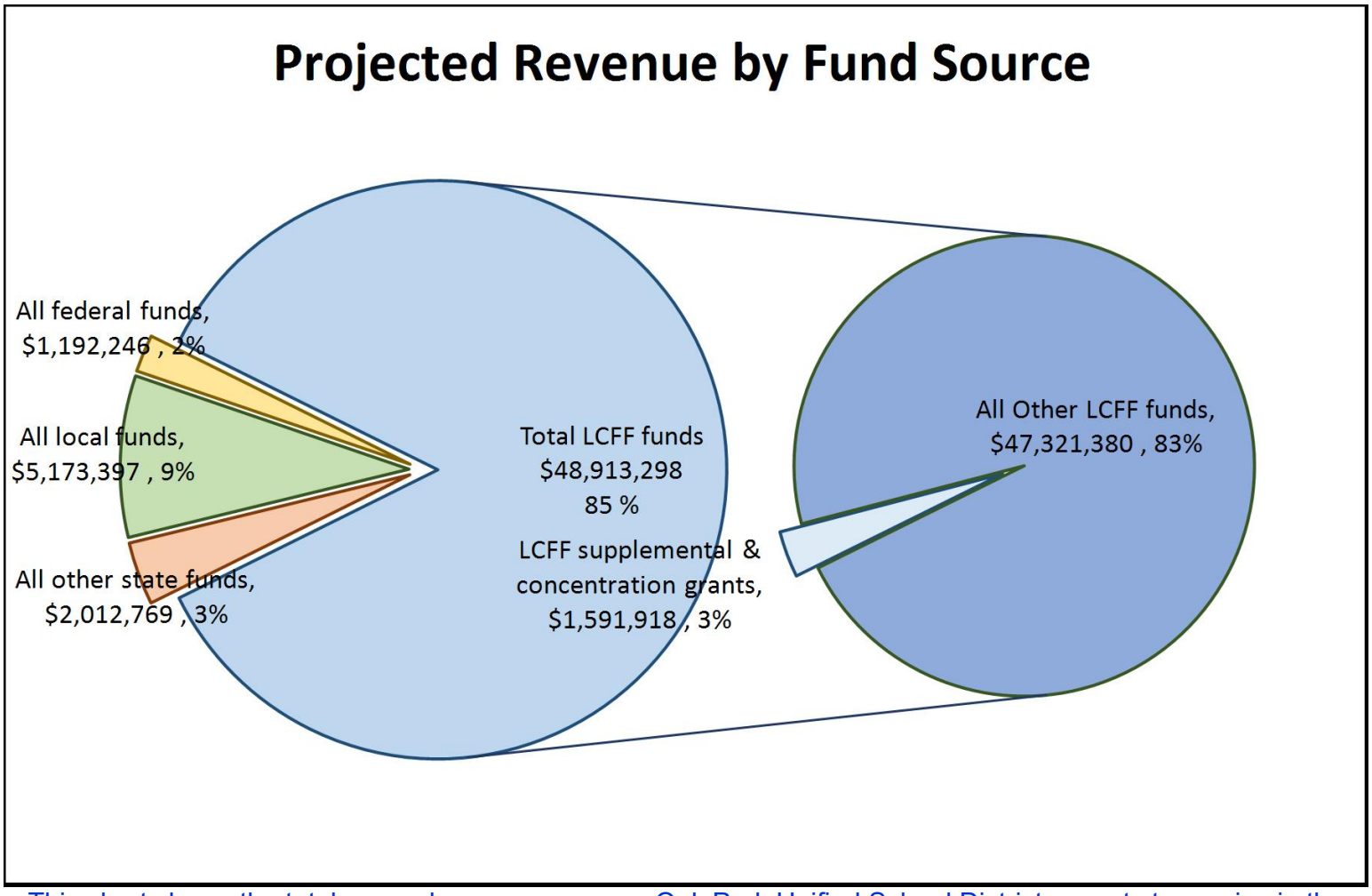
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Park Unified School District
CDS Code: 56 73874 0000000
School Year: 2023-24
LEA contact information:
Tammy Herzog
Assistant Superintendent, Educational Services

(818)735-3271

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

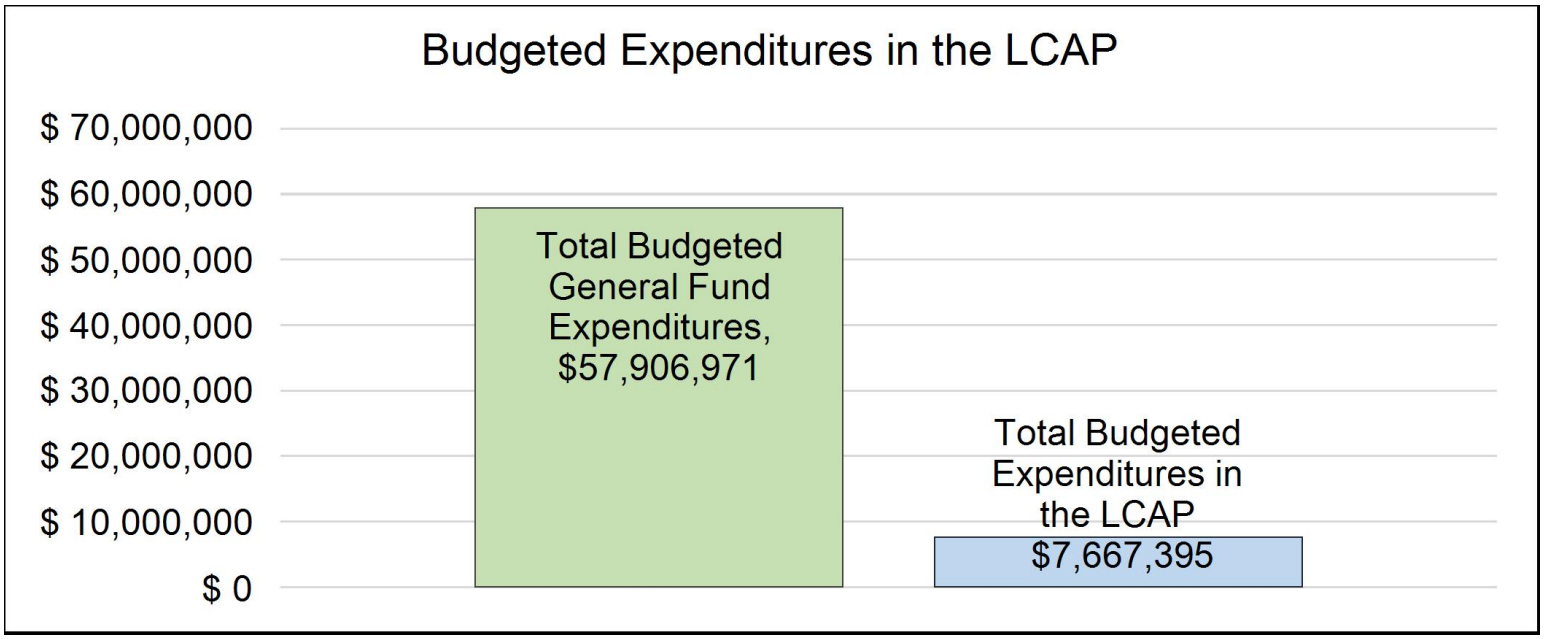


This chart shows the total general purpose revenue Oak Park Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Park Unified School District is $57,291,710, of which $48,913,298 is Local Control Funding Formula (LCFF), $2,012,769 is other state funds, $5,173,397 is local funds, and $1,192,246 is federal funds. Of the $48,913,298 in LCFF Funds, $1,591,918 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oak Park Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Park Unified School District plans to spend $57,906,971 for the 2023-24 school year. Of that amount, $7,667,395 is tied to actions/services in the LCAP and $50,239,576 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

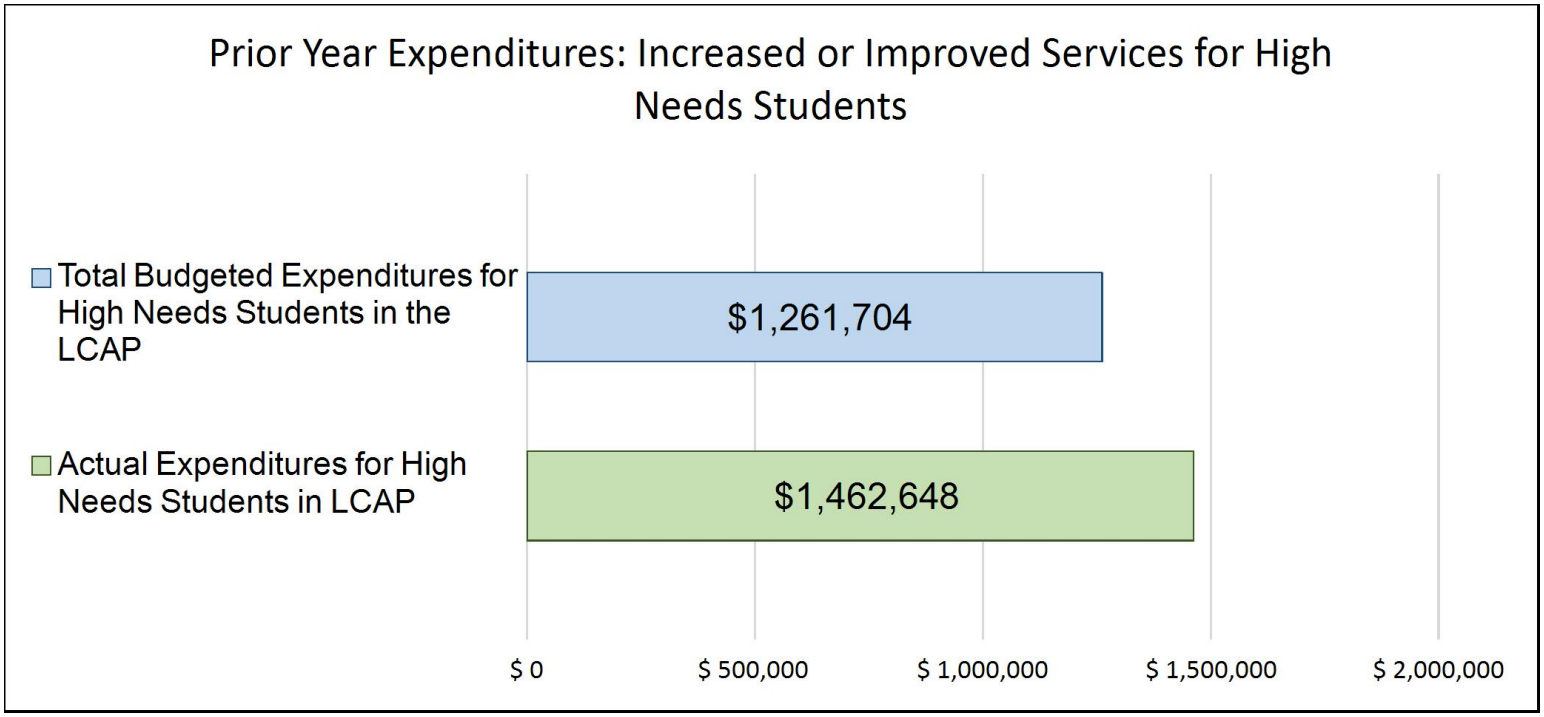
all other district expenses including salaries, benefits, materials and supplies and operation costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Oak Park Unified School District is projecting it will receive $1,591,918 based on the enrollment of foster youth, English learner, and low-income students. Oak Park Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Park Unified School District plans to spend $1,647,994 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Oak Park Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oak Park Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Oak Park Unified School District's LCAP budgeted $1,261,704 for planned actions to increase or improve services for high needs students. Oak Park Unified School District actually spent $1,462,648 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oak Park Unified School District	Tammy Herzog Assistant Superintendent, Educational Services	therzog@opusd.org (818)735-3271

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Oak Park Unified School District (OPUSD) is a high performing public TK-12 school district located in Oak Park, an unincorporated community in south Ventura County on the border with Los Angeles County, nestled between the cities of Agoura Hills, Westlake Village, and Thousand Oaks. The District was formed in 1977 when residents voted to create a new school district to better meet the needs of its residents, beginning a long tradition of placing the highest priority toward ensuring a high quality education.

The comprehensive (grades TK-12) public school district serves approximately 4310 students and comprises a preschool, three elementary schools, a middle school, a high school, as well as an independent school and an alternative high school for students with unique learning needs. Students from the entire region are drawn to attend Oak Park schools with about 52% percent of students coming from neighboring districts via the District of Choice program (37.5%) as well as through inter-district transfers and permits (14.5%), which includes many children of our staff members.

Fall 2022 CA Dashboard data:

6.5% are Students with Disabilities

4.6% are English Learners

.2% are Low Income

% are Foster Youth

% are Homeless

Student demographic data also includes:

52.3% White

25.4% Asian

11.1% Hispanic

7.3% Two Races

2% Filipino

1.6% African American

0.1% American Indian

0.2% Pacific Islander

All OPUSD schools are California Gold Ribbon/CA Distinguished schools and four have been nationally recognized as Blue Ribbon schools. The district has also been recognized as a Green Ribbon school district by the CA Department of Education and the US Department of Education for its focus on environmentally progressive policies and practices. In May of 2019, the District received the Exemplary School District Award from the CA Department of Education for the second consecutive year. OPUSD was also named the 2018 "Best Green School System" by the US Green Building Council and the Council for Green Schools.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

OPUSD has experienced great success across many measures. In the recent years, OPUSD has earned numerous awards, including CA Exemplary School District (2018 and 2019), CA Distinguished School (Oak Park HS, 2019 and 2021/ Medea Creek MS, 2019), Model Program and Practice (Medea Creek MS, 2019), CA Exemplary Career Technical Education Award (Oak Park HS, 2019), National Blue Ribbon Award (Oak Park HS, 2021), CA Distinguished School (Oak Hills ES, 2018 and 2023), CA Exemplary Physical Activity and Nutrition Program (Oak Hills ES, 2018). These awards reflect OPUSD's commitment to educating the whole child.

Although the CA Dashboard color indicators were not updated to reflect 2020-21 or 2021-22 data, OPUSD was able to analyze CA Dashboard data which included the status level for the five of the six state measures (Academic Performance, Chronic Absenteeism,

College/Career Readiness (not reported 2022), English Learner Progress, High School Graduation Rate and Suspension Rate). Data was also available through Dataquest in the Fall of 2021 and Fall of 2022. OPUSD also reviewed local data, including Fastbridge, report card and LCAP survey data. After evaluating this state and local data, the following successes were noted:

On the 2022 CA Dashboard, Oak Park's 2022 graduation rate was 98.4%. This is an increase from 2021 when it was 96. 1%. This is the highest in Ventura County and far exceeds the state graduation rate. English Learner and Homeless cohorts were not reported on the Dashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Low Income student graduation rate increased from 92.2% to 96.6%. The graduation rate for Students with Disabilities increased from 82.8% in 2021 to 93.1% in 2022. These increases in graduation rate are big success.

There was a decrease in the percentage of OPHS students earning Ds/Fs in the fall semester (14.9% in 2021 to 11.5% in 2022) and spring semester (13.5% in 2022 to 12.3% in 2023).

California Science Test Scores (CAST) increased from 64.47% Met/Exceeded standards in 2020 to 68.45% in 2022.

The Stability Rate is a new state metric, which was implemented in 2021. This report provides a total count of cumulatively enrolled students. OPUSD's stability rate was 92.9%, which is above the state and county rate.

OPUSD's English Learner Reclassification rate increased from 28% in 2021 to 31% in 2022.

Brookside, Medea Creek, Oak Hills, Oak Park High School, and Red Oak all earned Very High Status for both ELA and Math on the 2022 CA Dashboard. The suspension rate status at those schools as well as the Oak Park Independent School was also Low or Very Low.

There was also increased student engagement in clubs at the secondary level with 400 students participating in and 30 clubs.

2019 CA School Dashboard data, which was used to form the initial three year plan, also pointed to overall success related to student outcomes, with identified areas of focus. In 2019, the Dashboard for OPUSD was Blue in all areas. OPUSD continues to monitor Local Indicators to ensure all students receive equitable access to all components of District programs and will build upon existing successes. A Local Indicator Self-Reflection was also completed in 2019 for each of the state priorities (1- Basic Services and Conditions, 2- Implementation of State Standards, 3- Parent Engagement, 6-School Climate, and 7 - Access to Broad Course of Study) as part of the analysis and development of year one, 2021-2024 LCAP.

OPUSD implemented a new climate survey in conjunction with the LCAP survey. Some success from that survey included the following:

.9% of parents reported that their child feels safe at school

.6% of parents reported their child's facilities are clean and inviting

95% of students feeling safe at school

90% of students feel well informed and communicated with about their academic progress

91.6% of staff reported that they feel safe at school

92.3% of staff reported that they feel connected to their school site

OPUSD will build upon these successes through continued implementation and refinement of our comprehensive Multitiered Systems of Support (MTSS) for the academic, social-emotional and behavioral well-being of all students. Specific actions such as a modified high school bell schedule to allow for additional, timely in-class support, the addition of a Math TOSA to facilitate high-quality lesson design and instruction, and a part-time categorical program TOSA to provide increased services and support for English Learners, Low Income, and Foster Youth students will be offered next year. These and other actions and services detailed in the LCAP will help ensure that OPUSD continues to maintain and build upon our successes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

OPUSD's CAASPP scores increased in ELA from 80.58% met or exceeded in 2021 to 81.18% in 2022, but overall Math CAASPP scores decreased slightly from 71.19% met or exceeded in 2021 to 71.08% in 2022. English Learners and Students with Disabilities' CAASPP scores decreased in both ELA and Math. English Learners and Students with Disabilities' scores in ELA decreased from 51.32% in 2021 to 40.85% (EL) in 2022 and 32.16% in 2021 to 29.87% in 2022 (SWD). English Learners and Students with Disabilities' CAASPP scores decreased in Math from 52.7% in 2021 to 47.22% in 2022 (EL) and 24.65% in 2021 to 23.44% in 2022 (SWD). The African American student group was also identified on the CA Dashboard as having a Low Status on the CA Dashboard in both ELA and Math. In ELA, 71.43% of African American students met or exceeded standard in 2021 and 51.72% met or exceeded standard in 2022. In math, 44.82% of African American students met or exceeded standard and in 2021 and 2022 41.32 students met or exceeded standard. Local D/F data also indicated a discrepancy between Hispanic, Low Income, Students with Disabilities and the All Student group, with higher numbers of D/Fs for students in these groups.

Although 2022 CA School Dashboard and local data was very good overall, data does show that there are areas needing improvement. In 2019, the Dashboard for OPUSD was Blue in all areas and now in 2022, with the change to reflect status only, OPUSD received Very High atus for Graduation Rate ELA and Math and Very Low for Suspension. However, OPUSD's status for Chronic Absenteeism and English arner Progress was Medium. In addition, The Students with Disabilities group was Low Status in English Language Arts and Mathematics. rican American students were also designated as having a Low performance level in ELA and Math. A continued focus on MTSS for udents who are not meeting grade level standards remains an area of focus and is reflected in Goal 1. OPUSD continues to monitor the tcomes for smaller student groups with a focus on equitable outcomes. OPUSD's School Dashboard data can be viewed here.

OPUSD's Chronic Absenteeism performance was Medium on the CA Dashboard. No student group was two or more levels above all students, but this is an area of need for this district. The student groups that were one performance level higher than All students included English Learners, Hispanic, Low Income, and Students with Disabilities. The English Leaner student group was 10.4% chronically absent, 14.6% of Hispanic students were chronically absent, 16.1% of Low Income students were chronically absent and 15.7% of Students with Disabilities were chronically absent. These student groups all had higher chronic absenteeism rates in comparison to the All Student group, which was 8.4%.

Although OPUSD's suspension rate increased from .1% in 2021 to .6% in 2022, no student groups were two or more performance levels below All Students and OPUSD's suspension rate status was listed as Very Low on the CA Dashboard. OPUSD's alternative credit recovery high school, Oak View, had a Very High suspension rate status on the CA Dashboard. This Very High status led to the school being identified as a Comprehensive Support and Improvement (CSI) School. To address Oak View's Very High suspension status, Oak View staff will be attending Positive Behavior Interventions and Supports (PBIS) training and piloting a new PBIS program.

The achievement gap between English Learners and All Students was evident in ELA, Math and Science. CAASPP scores for the All Student group were 81.18% met/exceeded in ELA, 71.08% in Math and 68.45% in Science. In ELA, 40.85% of English Learners Met/Exceeded standards, 47.22% Met/Exceeded standards in Math and 19.05% of English Learners Met/Exceeded Standards in Science. There was also a discrepancy between the Low Income student group and the All Student group, with 69.31% Meeting/Exceeding standards in ELA, 56.73% Meeting/Exceeding standards in Math and 50% Meeting/Exceeding standards in Science. Students with Disabilities were the lowest performing student group with 29.87% Meeting/Exceeding standards in ELA, 23.44% Meeting/Exceeding standards in Math and 16.32% in Science.

The disproportionality discussed in this section will be addressed through the district's Multi-Tiered System of Support (Goal 1) and through the hiring of a Math TOSA (Goal 1) and an additional psychologist (Goal 3). English Learner and Homeless cohorts were not reported on the Dashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Based on this data, OPUSD will continue strengthening our students' high academic achievement in a Climate of Care, with a focus on English Learners, Low Income, and Foster Youth (Goal 1). OPUSD will continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels (Goal 1). Research indicates that instructor effectiveness is the key to improving instructional outcomes. As such, OPUSD will invest in instructional coaches and professional development to improve academic outcomes primarily directed to support unduplicated students. This additional instructional coaching will be provided by a Math TOSA (Goal 1) and a Categorical Programs TOSA (Goal 1) to support EL instruction and implementation of the new EL Achieve curriculum purchased for TK-12 ELD (Goal 1). Chronic Absenteeism will also be an area of focus with particular attention given to English Learners, Low Income, and Foster Youth student groups falling below the District attendance average (Goal 1). Educational partner engagement, connectedness, and shared decision-making will ntinue to be a focus for next year as we research evidence based PBIS programs for our elementary and alternative high school (Goal 2). PUSD will continue to expand school safety and student/staff well-being initiatives through increased participation in school activities, panded wellness centers, additional counseling support and the addition of increased safety training opportunities (Goal 3). Student arning will continue to be enhanced through nature-based experiences and environmental stewardship, with a focus on increasing the mber of students graduating with the Green Cord (Goal 4).

Although all local indicators were reported for the 2021-22 school year, staff did not bring them to the Board of Education for approval until the August 30, 2022 Board of Education meeting, which is after the required June 30, 2022 Board approval deadline. Each of the local indicator self refection tools was administered and narratives were completed, but the updated 2022 CA Dashboard will indicate "Not Met" for all of OPUSD's local indicators as a result of the required Board approval date not being met. Progress towards the local indicators will continue to be evaluated and will be shared and approved along with the LCAP in June 2023 and all future years.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP for Oak Park USD encompasses goals and actions that align with the OPUSD's Goals and Action Plan, a document that represents broad educational partner input regarding the priorities and needs of students, staff, and parents. The OPUSD Local Control Accountability Plan (LCAP) was created to meet the needs of every student, as specified in the Every Student Succeeds Act (ESSA) with a special focus on Foster Youth, English Learners, and Low Income students. The LCAP represents OPUSD's commitment to equity and high expectations for every student. A broad commitment throughout this LCAP is OPUSD's focus on providing safe and supportive schools, represented by our 'Climate of Care.'

Although 2022 CA School Dashboard and local data was very good overall, data does show that there are areas needing improvement. In 2019, the Dashboard for OPUSD was Blue in all areas and now in 2022, with the change to reflect status only, OPUSD received Very High Status for Graduation Rate ELA and Math and Very Low for Suspension. However, OPUSD's status for Chronic Absenteeism and English Learner Progress was Medium. In addition, the Students with Disabilities group was Low Status in English Language Arts and Mathematics. African American students were also designated as having a Low performance level in ELA and Math. A continued focus on MTSS for students who are not meeting grade level standards remains an area of focus and is reflected in Goal 1. OPUSD continues to monitor the outcomes for all student groups with a focus on equitable outcomes.

The Oak Park Unified School District LCAP (Local Control and Accountability Plan) reflects the priorities of the district's educational partners including parents, students, and staff. Parents identified STEAM - Science, Technology, Engineering, Arts, and Mathematics (Goal 1), academic support (Goal 1), and access to rigorous courses (Goal 1) as the top priorities. They recognize the importance of equipping their children with the knowledge and skills required to thrive in a rapidly evolving world. On the other hand, students' top priorities included extracurricular activities (Goal 3), access to rigorous courses (Goal 1) and STEAM (Goal 1). They value a well-rounded education that goes beyond academics and emphasizes opportunities for personal growth and development. The LCAP Survey revealed that the staff's top priorities were the Climate of Care (Goal 1), Multi-Tiered Systems of Support (Goal 1), and School Safety (Goal 3). The goals, actions and services outlined in the LCAP are closely aligned with the priorities of these educational partner groups.

High academic achievement and access to rigorous courses for all students was a top priority for OPUSD parents and students and is reflected in Goal 1 actions. Although the percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy and Math is rated as Very High (2022 Dashboard), individual student group data for

English Learners, Low Income students, and Students with Disabilities are below the district average. OPUSD will provide a comprehensive Multi-Tiered System of Support, which includes three Learning Support Teachers, TK-5 Literacy and Math Intervention Aides, universal academic screening through Fastbridge, and evidenced-based literacy and numeracy curriculum (Goal 1). Job-embedded professional development will be provided by Teachers College Reading and Writing Project (TCRWP) trainers, a new Math TOSA , and a new Categorical Programs TOSA to further district initiatives such as updating our K-2 phonics program, TK-12 math curriculum audit and English Language Development integration (Goal 1). OPUSD will continue to develop practices and policies that encourage and support students to enroll in Honors and AP courses, including modifying course prerequisites as necessary (Goal 1). To increase educational partner participation in shared decision making and improved communication, OPUSD will continue to update school and district websites and will reinstate teacher TechLITES - technology leaders and support providers at each school (Goal 2). Educational partner input also indicated the need for increased social-emotional (SEL) and behavioral support for students through evidenced-based SEL and Positive Behavioral Interventions and Supports (PBIS) curriculum, which are an integral part of a comprehensive MTSS program (Goal 3). Funding will be provided to support an outside safety consultant as well as increased behaviorist and psychologist support (Goal 3). Existing district initiatives including the progressive child nutrition program, staff self-care and timely district repairs/renovations will also continue to be supported (Goal 3). As a National Green Ribbon District, OPUSD will continue to support green initiatives, including field trips and teacher professional development (Goal 4). Innovation Labs, a focus on TK-12 Computer Science curriculum, and expanded Career Technical Education (CTE) pathways will enhance our STEAM initiatives (Goal 4).

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Oak View High School has been identified for Comprehensive Support and Improvement (CSI) for the 2023-24 school year. As a small school with only 32 students, not all Dashboard accountability categories have enough students to be reported. When there are 10 or fewer students in a group, the Dashboard cannot report the data due to student privacy. As such, only the suspension rate, which includes the entire school was reportable. Since the suspension rate was Very High status, and CSI edibility was based on all performance levels in the Low or Very Low status, Oak View qualified. As a DASS school, Oak View had the option to opt out of CSI, but chose to participate in order to improve their program offerings using the provided funding.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

PUSD district staff will support Oak View in developing a CSI plan that includes a school-level needs assessment, evidence-based erventions, and the identification of any resource inequities to be addressed through the implementation of the plan. The process and plan tails will be included in the Oak View SPSA, which will go to the Board of Education for approval in June, 2023. Oak View will align CSI tions with its SPSA and the LCAP. To address Low Performing status, goals have been set for ELA and Math as well as SEL. State and

local assessment data shows that Oak View students need the greatest amount of support in math. To increase students' mathematics knowledge, a .2 Math TOSA will audit the math program and provide tutoring. Additional funding for math manipulatives and PD will also be provided. CSI funded actions will include providing release time for teachers to evaluate their current language arts program, providing materials to make the instructional program more accessible to diverse learners, purchasing high interest books, and increasing CTE course offerings. To improve graduation rate and lower suspension rate, staff will be trained in Positive Behavioral Interventions and Supports (PBIS) and will work with an MTSS Specialist to identify, pilot and purchase a PBIS program. The site administrator and teachers will research other means of correction including peer mediation and Restorative Justice practices to help mitigate the high level of suspensions. The CSI plan will be updated as needed with on-going educational partner input. The plan will be uploaded to the Oak View website (https://www.oakparkusd.org/Domain/630) following Board approval.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

OPUSD will monitor and evaluate the plan to support student and school improvement through participation in monthly meetings with Oak View staff and quarterly data reviews. The LEA will monitor and evaluate the implementation of PBIS strategies, and professional development opportunities targeted to lowering suspension rate. Data including suspension rate, chronic absenteeism, D/F rates and counselor visits will be collected and monitored each quarter. Student participation in drug/alcohol cessation programs including Clean Teen will be monitored to address drug/alcohol related offenses in lieu of suspension whenever possible.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

OPUSD will use the term "educational partners" to refer to groups that our district will engage with in developing this and future LCAPs, as per the adoption of the California State Board of Education. Educational partners include teachers, administrators, other school personnel, local bargaining units of the district, parents, and students. Educational partners representing our schools, the community we serve and our district, also include representatives of our English Learners, Foster Youth, and Low Income students. District level advisory committees include but are not limited to District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committees, and the GATE Advisory Committee.

The Oak Park Unified School District has a long-established foundational principle of meaningful educational partner engagement and as such is committed to strong educational partner engagement. OPUSD recognizes this partnership's importance in the development and refinement of local educational plans and accompanying plan expenditures. OPUSD used a variety of meetings and activities to ensure educational partner input and participation in the development of the LCAP and other district plans. District representatives consulted with the VCOE SELPA on March 10th and met throughout the year with other educational partners (see dates below) including teachers, administrators, other school personnel, parents, students, and local bargaining units. District and site level parent advisory committees (LCAP Parent Advisory Committee, District English Learner Advisory Committee, Mathematics Community of Practice, Curriculum Council, GATE District Advisory Committee, Environmental Education Advisory Committee, Diversity and Equity Task Force, School Site Council, Parent Faculty Association, etc.) met throughout the school year. These committees were comprised of parents, community members, and staff. During these meetings data analysis was conducted and processing activities were implemented to gather information and input. A variety of engagement activities were provided at these meetings to facilitate educational partner input and participation in the development of district plans, including the LCAP. This process included an analysis of individual family needs, new funding initiatives, as well as an analysis of district data, and discussion, review and development of goals.

OPUSD engaged engaged educational partners in the LCAP process in a variety of ways.

Important Dates:

Thursday, January 26, 2023 - Survey Opens

Tuesday, February 28, 2023 - Survey Closes

March 1 - April 10, 2023 - Survey responses analyzed

Friday, March 10, 2023 - Ventura County SELPA consultation

Wednesday, April 12, 2023 - Survey results shared with District Leadership Team

Mid to Late April 2023 - Principals share survey results with their staff

Tuesday, April 18, 2023 - Survey results shared and discussed at LCAP PAC

Tuesday, April 25, 2023 - Survey results shared at a Regular Board Meeting

Tuesday, April 26, 2023 - Survey results posted online for community to review

Thursday, April 27, 2023 - Survey results shared with DELAC

Tuesday, April 19, 2023 - Regular Board Meeting- Educational Partner Input presented to Board

Wednesday, May 10, 2023 - LCAP Draft presented and discussed at Principals Meeting

Tuesday, May 16, 2023 - LCAP Draft presented and discussed to LCAP PAC and DELAC

Wednesday, May 24, 2023 - LCAP Follow-up Survey opened

Wednesday, May 31, 2023 - LCAP Follow-up Survey closed

Tuesday, June 13, 2023 - LCAP Public Hearing

Tuesday, June 20, 2023 - LCAP Approval at Regularly Scheduled Board Meeting

The superintendent did not have to respond in writing regarding feedback on the 2023-24 LCAP.

In addition to the LCAP Educational Partner Survey and other district committees, the LCAP Educational Partners met on April 18th and May 16th to review LCAP survey results and provide input into new LCAP actions/services. These meetings entailed a review of the existing District goals, the progress toward LCAP goals for the 2022-23 LCAP, and led to the creation of an additional follow-up survey. The follow-up survey was sent to all educational partners to help clarify specific priorities identified in the original LCAP survey. Results of the LCAP survey were shared at the April 25th Board meeting. The District English Learner Advisory Committee (DELAC) reviewed the LCAP survey results April 27th and provided input into the proposed LCAP goals on May 16th.

A summary of the feedback provided by specific educational partners.

All educational partners including teachers, principals, administrators, other school personnel, local bargaining units, parents, students, parent advisory committees (DELAC, LCAP, Title I, SSC, GATE Advisory), and Special Education Local Plan Area (SELPA) administrators were consulted with and provided input and feedback into the development of the 2021-24 LCAP goals and actions.
The Oak Park Unified School District LCAP (Local Control and Accountability Plan) reflects the priorities of the district's educational partners including parents, students and staff. Parents identified STEAM - Science, Technology, Engineering, Arts, and Mathematics (Goal 1), academic support (Goal 1), and access to rigorous courses (Goal 1) as the top priorities. They recognize the importance of equipping their children with the knowledge and skills required to thrive in a rapidly evolving world. On the other hand, students' top priorities included extracurricular activities (Goal 3), access to rigorous courses (Goal 1) and STEAM (Goal 1). They value a well-rounded education that goes beyond academics and emphasizes opportunities for personal growth and development. The LCAP Survey revealed that the staff's top priorities were the Climate of Care (Goal 1), Multi-Tiered Systems of Support (Goal 1), and School Safety (Goal 3). The goals, actions and services outlined in the LCAP are closely aligned with the priorities of these educational partner groups. Survey results can be found at: www.opusd.org/LCAPsurvey2022.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Each LCAP goal contains measurable outcomes and actions that were influenced by educational partners' feedback.
High academic achievement and access to rigorous courses for all students was a top priority for OPUSD parents and students and is reflected in Goal 1 actions. Although the percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy and Math is rated as Very High (2022 Dashboard), individual student group data for English Learners, Low Income students, and Students with Disabilities are below the district average. OPUSD will provide a comprehensive Multi-Tiered System of Support, which includes three Learning Support Teachers, TK-5 Literacy and Math Intervention Aides, universal academic screening through Fastbridge, evidenced-based literacy and numeracy curriculum, and offer in-person tutoring (Goal 1). New funding will be given to elementary sites and Medea Creek Middle School for GATE enrichment as educational partners identified that access to rigorous courses including GATE was a priority (Goal 1). Job-embedded professional development will be provided by Teachers College Reading and Writing Project (TCRWP) trainers, a new Math TOSA , and a new Categorical Programs TOSA to further district initiatives such as updating our K-2 phonics program, TK-12 math curriculum audit and English Language Development integration (Goal 1). OPUSD will continue to develop practices and policies that encourage and support students to enroll in Honors and AP courses, including modifying course prerequisites as necessary (Goal 1). To increase educational partner participation in shared decision making and improved communication, OPUSD will continue to update school and district websites and will reinstate teacher TechLITES - technology leaders and support providers at each school (Goal 2). Educational partner input also indicated the need for increased social-emotional (SEL) and behavioral support for students through evidenced-based SEL and Positive Behavioral Interventions and Supports (PBIS) curriculum, which are an integral part of a comprehensive MTSS program (Goal 3). Funding will be provided to support an outside safety consultant as well as ɔreased behaviorist and psychologist support (Goal 3). Existing district initiatives including the progressive child nutrition program, staff self-re and timely district repairs/renovations will also continue to be supported (Goal 3). As a National Green Ribbon District, OPUSD will ntinue to support green initiatives, including field trips and teacher professional development (Goal 4). Innovation Labs, a focus on TK-12 ɔmputer Science curriculum, and expanded Career Technical Education (CTE) pathways will enhance our STEAM initiatives (Goal 4).

Goals and Actions

Goal

Goal #	Description
1	Strengthen our students' high academic achievement in a Climate of Care by developing and promoting the factors that distinguish Oak Park's model of educating the whole child.

An explanation of why the LEA has developed this goal.

One of the hallmarks of OPUSD is the focus on teaching in a climate of care. This approach guides all that we do, and is a primary goal for the District. Previous year's data in the CA School Dashboard indicate that OPUSD students attend school at a high rate and graduate at a high rate. We aim to maintain a 100% graduation rate and lowest chronic absenteeism possible. The intervention of teachers, administrators, and counselors is key to both of these metrics. Data from the 2020 Challenge Success survey at OPHS indicates that the efforts in place have reduced academic worry while increasing student sense of teacher care and sense of belonging. Educational Partner survey data indicates that this area is of great importance to students, staff, and parents. Specific areas of importance include individual recognition of students, increasing efforts to meet social emotional needs of students and staff, and increase opportunities to develop school connectedness, specifically related to post pandemic return to schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce Chronic Absenteeism/Maintain or Increase Attendance CA Dashboard	2.3% (18-19)	1.1% (Fall 2021)	8.4% (21-22)		1.5%
Increase student connectedness A Dashboard	CA Healthy Kids Survey (17-18) % of Students reporting connected to school "Most/All Time" Grade 5: 81% Grade 7: 75%	CA Healthy Kids Survey (21-22) % of Students reporting connected to school "Most/All Time" Grade 5: 80% Grade 7: 69%	CA Healthy Kids survey is only administered every other year, however LCAP climate survey data indicated that 80.9% of students in		CA Healthy Kids Survey % of Students reporting connected to school "Most/All Time" Grade 5: 90% Grade 7: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 9: 73% Grade 11: 62%	Grade 9: 60% Grade 11:55%	grades 8-11 feel connected to their school and teachers.		Grade 9: 90% Grade 11: 90%
Increase Dual Enrollment participation	Spring '20: 39 Spring '21: 46	Fall '21: 27 Spring '22: 0	Fall '22: 0 Spring '23: 15		60 Students enrolled each semester
Increase CAASPP scores districtwide for all student groups CA Dashboard	2019 Data: ELA- 81.02% At or Above Standard (All Students) Math- 73.58% At or Above Standard (All Students) Grades 3-5: ELA- 80.6% Math-78.7% Grade 5 Science-70.1% Grades 6-8: ELA-79.0% Math-71.2% Grade 8 Science-64.8% Grade 11: ELA- 87.83% Math-68.6% HS Science- 57.4%	2021 Data: ELA 80.58% At or Above Standard (All Students) English Learners-51.32% (41.7% 2019) Low Income- 60.70% (67.98% 2019) Foster Youth * Students with Disabilities- 32.16% Math 71.19% At or Above Standard (All Students) English Learners-52.70% (54.28 2019)	2022 Data: ELA 81.18% At or Above Standard (All Students) English Learners-40.85% Low Income- 69.31% Foster Youth * Students with Disabilities- 29.87% Math 71.08% At or Above Standard (All Students) English Learners-47.22%		ELA All Students- 85% At or Above Standard English Learners-55% Low Income- 70% Foster Youth- 70% Students with Disabilities-37% Math All Students 85% At or Above Standard English Learners-57% Low Income- 60% Foster Youth- 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income-44.82% (54.90% 2019) Foster Youth* Students with Disabilities- 24.65% (24.70% 2019) Science 64.47% At or Above Standard (All Students) (62.29% 2019) English Learner- 26.08% (20.69% 2019) Low Income- 48.39% (40.71% 2019) Foster Youth* Students with Disabilities- 16.94% (16.18% 2019) Grades 3-5: ELA- 77.74% Math- 72.6%	Low Income-56.73% Foster Youth* Students with Disabilities- 23.44% Science 68.45% At or Above Standard (All Students) English Learner- 19.05% Low Income- 50.00% Foster Youth* Students with Disabilities- 16.32% Grades 3-5: ELA- 77.61% Math- 72.48%		Students with Disabilities- 30% Science All Students- 75% English Learners- 35% Low Income-55% Foster Youth- 55% Students with Disabilities- 35% Grades 3-5: ELA- 85% Math-85% Grade 5 Science 75% Grades 6-8: ELA-85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 5: Science- 60.42% Grades 6-8: ELA- 81.29% Math- 70.29% Grade 8: Science- 68.95% Grade 11: ELA- 84.15% Math- 70.26% HS Science- 63.48% *In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Grade 5: Science- 59.08% Grades 6-8: ELA- 81.45% Math- 70.01% Grade 8: Science- 69.21% Grade 11: ELA- 81.82% Math- 63.72% HS Science- 74.82% *In order to protect student privacy, data is suppressed because 10 or fewer students tested.		Math-85% Grade 8 Science-75% Grade 11: ELA- 90% Math-80% HS Science- 75%
Maintain a suspension rate of under 1% CA Dashboard	.8%	.1%	0.6%		under 1%
aintain a 100% aduation rate A Dashboard	100%	96.1%	98.4% 21-22		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the number of students recognized outside of academic recognition programs. (Seal of Civic Engagement, Seal of Bilteracy, and Green Cord)	2020-21 Totals State Seal of Biliteracy: 71 Green Cord: 14 Seal of Civic Engagement: 0	2021-22 Totals State Seal of Biliteracy: 37 Green Cord: 12 Seal of Civic Engagement: 3	2021-22 Totals Seal of Biliteracy: 43 Green Cord/Enviro "Seal":12 Seal of Civic Engagement: 1		State Seal of Biliteracy: 85 Green Cord:30 Seal of Civic Engagement: 20
Increase the percentage of students meeting A-G requirements at OPHS CA Dashboard	86%	71.7%	79.2		90%
Increase AP Test Participation and Pass Rate CA Dashboard	432 Students 891 Tests 90% Pass Rate	Fall 2021 Data 438 Students 902 Tests 82.4% Pass Rate	Fall 2022 Data 432 Students 828 Tests 89.35% Pass Rate		475 Students 936 Tests 95% Pass Rate
Reduce Percentage of Students with D/Fs	OPHS 11% Spring 2021 MCMS 11.9% Spring 2021	OPHS Semester 1 - 14.9%	OPHS Semester 1- 11.5% OPHS Semester 2- 12.3%		OPHS 5% MCMS 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		OPHS Semester 2 - 13.5% MCMS Quarter 1 - 10.8% MCMS Quarter 2 - 11.6% MCMS Quarter 3 - 10.6%	MCMS Quarter 1- 16.9% MCMS Quarter 2- 13.4% MCMS Quarter 3- 11.6%		
Local Indicator Reflection: Teachers Fully Credentialed and Appropriately Assigned. CA Dashboard	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. 100% Fully credentialed	Met	Not Met		Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. Maintain
Local Indicator Reflection: Standards Aligned Instructional Materials for Every Student. CA Dashboard	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. Standards aligned materials available to all students.	Met	Not Met		Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection. Maintain
cal Indicator eflection: plementation of all A Standards,	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection.	Met	Not Met		Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Including how EL's will access the CCSS and ELD standards. CA Dashboard	Fully Implemented Standards including ELD standards.				Maintain
Course Access- Students have access and are enrolled in a broad course of study. CA Dashboard	Local Indicator Self-Reflection CA Dashboard "Met". Student schedules indicate access to broad course of study.	Met	Not Met		Maintain "Met" on CA School Dashboard.
Reclassification Rates CA Dashboard	Prior to school closure, 11% of EL's were reclassified as Fluent for SY 2019-2020.	28% of ELs were reclassified as Fluent for SY 2020-21	31% of ELs were reclassified as Fluent for SY 2021-22		Increase RFEP reclassification percentage to 15%+ annually.
ELPAC Assessment CA Dashboard	Most recent 2018-2019 (12 students) Level 3 16.67% Level 2 83.33%	Fall 2021 Data 51.48% Level 4 34.32% Level 3 11.24% Level 2 2.96% Level 1	Fall 2022 Data 34% Level 4 40% Level 3 21% Level 2 5% Level 1		Increase Level 3, decrease Level 1 & 2, move EL students to Level 4.
High School/Middle School Drop Out Rate cal Data/CA ashboard	No dropouts, 0% rate Q SIS.	No dropouts, 0% rate Q SIS.	No dropouts, 0% rate Q SIS.		Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion CA Dashboard	No expulsion, 0% rate Q SIS.	No expulsion, 0% rate Q SIS.	No expulsion, 0% rate Q SIS.		Maintain 0%
# of Honors/AP courses			Honors- 21 AP- 21		Honors- 22 AP-22

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Continue position of Director of Student Support and Safety	Provide oversight and leadership for school safety, attendance, diversity and equity Chair Safe Kids Task Force, School Safety Committee, Diversity and Equity Task Force Implement action items from 2020-2021 Diversity and Equity report	$165,129.00	No
1.2	Expand Dual Enrollment Opportunities and AP/Honors Course Offerings	Provide increased access to community college courses through partnership with Moorpark College, and research additional AP/Honors courses. Utilize CTE TOSA to support dual enrollment program at OPHS and OPIS.	$0.00	No
1.3	Provide access to school counselors to strengthen student engagement and school connectedness	Maintain secondary counselor ratio Continue 1.0 elementary counselor at each elementary site (This amount represents 80% of the costs of counseling programs)	$1,447,691.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Develop clubs and advisory programs to support student connectedness and school climate	Develop a structure that allows for regular schoolwide lessons and activities/clubs to build school climate, teach digital citizenship, promote social-emotional learning and offer additional enrichment. Develop lessons and materials that support school goals in this area, including GATE enrichment funding for K-5 & MCMS (New 23-24).	$25,500.00	No
1.5	Support programs that increase student connectedness	Continue Safe School Ambassadors at OPHS Continue Advanced Peer Counselors at OPHS Continue WEB program at MCMS	$5,000.00	No
1.6	Continue the development of Multi-Tiered Systems of Support at all grade levels	NOTE: This Action and corresponding costs represent the expenditures that do not contribute to Increased/Improved Services for Unduplicated Pupils. Action 1.21 represents the costs that do not contribute to Increased/Improved Services for Unduplicated Pupils. K-5 Literacy and Math Intervention program MCMS Math intervention program, Fastbridge Universal Screening grades K-8, .1 MTSS Coordinator Districtwide, Math Intervention Teacher Stipends, Explore screening tools for grades 6-12, Use MDTP to determine math preparedness in grades 7 and 8, Literacy and Numeracy aides moved funded by ELO-G funding, New for 22-23: Learning Support TOSA at each elementary school	$885,637.00	No
1.7	Maintain a full time District Nurse	Oversee student Health Plans, provide guidance and training related to COVID mitigation, train staff in First Aid/CPR	$112,849.00	No
1.8	Develop an Ethnic Studies course for grades 9-12	Professional development, subs, and stipends to support course creation	$190.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Maintain our PE and Athletics programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.	Add intramural sports to secondary schools. Costs are included in Goal 3.	$0.00	No
1.10	Provide broad access to the arts	Music and art sections added at the high school and middle school in 2021-22. Develop a TK-12 district Visual and Performing Arts (VAPA) program (funded by Oak Park Educational Foundation and Proposition 28)	$109,609.00	No
1.11	Continue to implement policies, practices, and procedures consistent with Challenge Success	Conduct parent, staff, and student events with Challenge Success. Provide training to staff and administrators on developing policies and practices that encourage and support students to enroll in Honors and/or AP courses, including modifying course prerequisites as necessary.	$5,000.00	No
1.12	Continue to provide Staff Development with the Teachers College Reading and Writing Project	Provide job embedded professional development from TCRWP Support schools with Reading and Writing Coaches The costs in this action represent 80% of the expenditures, which do not contribute to Increased Services for Unduplicated Pupils.	$67,645.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Engage and connect with all students and families	For Low Income pupils: Partner with parents to support their children's education through collaborative connections, referrals, and parent education, For English Learners: Address the specific communication and support needs for families of English Learners. Provide additional instructional assistants to support EL aides during mandatory English Language Proficiency Assessment for CA (ELPAC) For Foster Youth: Appoint senior staff member as liaison to work with students and their families.	$728.00	Yes
1.14	Address school attendance for disengaged students	Continue to provide School Attendance Review Team (SART), a District-wide effort to improve attendance Continue .2 Attendance Dean at OPHS	$28,944.00	Yes
1.15	Support English Language Development for Multilingual Students	Purchase Ellevation software to monitor and support progress of Multilingual Students. For the 22-23 school year, this action replaces the use of Rosetta Stone software.	$22,875.00	Yes
1.16	Support English Language Development for English Learner (Multilingual Students)	Provide Instructional Aide support for English Learners to develop English Language skills	$114,346.00	Yes
1.17	Provide access to school counselors to strengthen student engagement and school connectedness	Targeted supports for English Learners, Low Income students, and Foster Youth to improve academic outcomes and social-emotional wellness. (This amount represents the costs of counseling programs and psychologists that contribute to Increased Services for Unduplicated Pupils.) Maintain secondary counselor ratio Continue 1.0 elementary counselor at each elementary site.	$687,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	Continue position of Director of Student Support and Safety	Provide oversight and leadership for school safety, attendance, diversity and equity, with focused efforts on meeting the needs of English Learners, Low Income students, and Foster Youth. (costs represent 20% of this position)	$41,281.00	Yes
1.19	Monitor D/F lists at MCMS and OPHS	Regularly monitor which students earn D/Fs and analyze data to see trends or issues of equity. There is no cost to this action as it is included in the work of counselors and/or administrators	$0.00	No
1.20	Reclassify College and Career Counselor to Certificated Counselor	Reclassify the position from a classified to a certificated counseling position. The amount listed for this action represents 80% of this position.	$44,776.00	No
1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	NOTE: This Action and corresponding costs represent the costs that contribute to Increased/Improved Services for Unduplicated Pupils. K-5 Literacy and Math Intervention program, MCMS Math intervention program, Fastbridge Universal Screening grades K-8, 0.1 MTSS Coordinator, In-person tutoring (office hours) at Medea Creek and Oak Park High School (New for 2023-24) Math Intervention Teacher Stipends, Explore screening tools for grades 6-12, Use MDTP to determine math preparedness in grades 7 and 8, New for 2022-23: Learning Support TOSA at each elementary school, New for 2022-23: Literacy and Numeracy aides moved from ELO-G funding, New for 2023-24 district-wide 6-12 MTSS focus, IXL and Number Worlds for elementary Tier I and Tier II support.	$540,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Continue to provide professional development with the Teachers College Reading and Writing Project	Provide job embedded professional development from TCRWP. Provide schools with Reading and Writing Coaches as well as materials to support reading, writing, and phonics, principally directed to support the needs of English Learners, Low Income and Foster Youth.	$18,000.00	Yes
1.23	Reclassify College and Career Counselor to Certificated Counselor	Reclassify the position from a classified to a certificated counseling position. The amount listed for this action represents 20% of this position, which is principally directed to support the needs of Low Income, English Learner and Foster Youth.	$29,851.00	Yes
1.24	Provide Categorical Programs TOSA	The Categorical Programs TOSA will serve as an instructional leader in the development and improvement of categorically funded state and federal programs that support unduplicated (Low Income, English Learner and Foster Youth) student populations.	$74,509.00	Yes
1.25	TK-12 mathematics program enhancement	Provide a Math TOSA and contract with an outside mathematics support provider to research and expand OPUSD's TK-12 evidence-based MTSS program, provide on-going professional development and support for Oak View High School, and assist with a TK-12 math curriculum audit. This service will principally support Low Income students, English Learners and Foster Youth.	$90,000.00	Yes
1.26	Increase the number of students receiving the Seal of Civic Engagement	Update the Seal of Civic Engagement GPA requirements and increase publicity	$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Almost all Goal 1 actions were fully implemented during this school year, with the exception of Goal 1.4 (Develop an advisory program in secondary schools to support student connectedness and school climate) due to staff feedback. Goal 1.4 actions that were implemented this year included additional enrichment opportunities for our most at-risk students attending Oak View High School and digital citizenship lessons. Student connectedness was also addressed in Goal 1.3 and 1.17 (Provide access to school counselors to strengthen student engagement and school connectedness) and Goal 1.5 (Support programs that increase student connectedness).

Challenges:
Staff voted not to revise the middle school schedule to include an advisory period. As such, we were unable to implement Goal 1.4 to its fullest. Although we started the discussion about the new Ethnic Studies course requirement in Curriculum Council, DETF, leadership team meetings and at high school staff meetings, funding for PD was not utilized. Next fall, an Ethnic Studies committee will be developed to help identify how/where to place the required curriculum and then a subcommittee will be identified to begin curriculum planning. Another challenge identified this year and during the 2021-22 school was chronic absenteeism. COVID-19 quarantine guidelines required students to stay out multiple days once a positive COVID-19 diagnosis was confirmed. The lengthy quarantine was a major contributor to higher than usual chronic absenteeism rates in OPUSD, and led to Brookside elementary being identified for Additional Targeted Support and Improvement (ATSI). Positive school attendance has been an on-going discussion at leadership team meetings this year and will be an area of focus for OPUSD and Brookside specifically for the 2023-24 school year. The D/F rate increased at the middle school level when compared to the 2021-22 school year. During the 2022-23 school year, interventions were provided by math teachers through a pull-out model, but this D/F data indicates that the pull-out structure did not positively impact the D/F rate (Goal 1.6 and 1.21).

Successes:
There were many successes identified in Goal 1. The K-5 MTSS program (Goal 1.6 and 1.21) showed great results, with fewer 4th and 5th graders needing the additional Tier II support than students at the primary grades. In addition, all three elementary sites were listed as having Very High Status on the 2022 CA Dashboard. This comprehensive system of support ensures students receive the support they need in the primary grades to meet or exceed grade level standards as they move through the elementary grades. The tiered K-5 MTSS academic program has now been in place for multiple years in both ELA and math, so we were able to analyze this longitudinal program data in Fastbridge.

On the 2022 CA Dashboard, Oak Park's 2022 graduation rate was 98.4%. This is an increase from 2021 when it was 96. 1%. This is the highest in Ventura County and far exceeds the state graduation rate. English Learner and Homeless cohorts were not reported on the ashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Low Income student graduation rate creased from 92.2% to 96.6%. The graduation rate for Students with Disabilities increased from 82.8% in 2021 to 93.1% in 2022. Although s difficult to point to one specific action that led to these increases, it is likely that the access to school counselors (1.3 and 1.17) and the rector of Student Support and Safety (Goal 1.1) as well as the new college and career counselor (Goal 1.20) likely contributed to this ccess.

The addition of ELLevation, an EL monitoring and instructional support program (Goal 1.13) and ELD aide support (Goal 1.16) likely had a positive impact on English Learner progress as the reclassification rate increased from 28% in 2021 to 31% in 2022.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no cost associated with Goal 1.2, as current district employees at OPHS and OPIS supported the collaboration with Moorpark College to expand dual enrollment opportunities. Goal 1.4 was not fully implemented, so the expenses were less than anticipated. The Curriculum Council, Diversity and Equity Task Force and high school staff meeting time was spent discussing the addition of a new Ethnic Studies course (Goal 1.8), but no funding was needed to pay for these additional meetings. Goal 1.11 costs were lower than budgeted as the contract for Challenge Success is paid every other year. Our two year contract will be renewed again next year. Goal 1.12 and 1.22 (Staff development for TCWRP) was less than budgeted as we focused on K-2 professional development instead of K-5, due to student achievement data and staff requests. Goal 1.13 (Engage and connect with all students and families) was less than originally budgeted as many meetings were virtual requiring fewer supplies and the Foster Youth Liaison was funded through other funding sources. Goal 1.20 (Reclassify College and Career counselor to certificated counselor) was less than budgeted as a large portion of the college and career center counselor's salary was moved into Goal 4.6 (Continue to Develop CTE pathways).

An explanation of how effective the specific actions were in making progress toward the goal.

The Goal 1 actions and services were very effective in ensuring progress towards strengthening our students high academic achievement in a Climate of Care. Brookside, Medea Creek, Oak Hills, Oak Park High School, and Red Oak all earned Very High Status for both ELA and Math on the 2022 CA Dashboard. On the 2022 CA Dashboard, Oak Park's 2022 graduation rate was 98.4%. This is an increase from 2021 when it was 96. 1%. This is the highest in Ventura County and far exceeds the state graduation rate. English Learner and Homeless cohorts were not reported on the Dashboard, as the cohort size was less than 11 students, the minimum size required for reporting. Low Income student graduation rate increased from 92.2% to 96.6%. The graduation rate for Students with Disabilities increased from 82.8% in 2021 to 93.1% in 2022. These increases in graduation rate are big success. TCRWP professional development, dual enrollment participation, support for our Multilingual (EL) students, access to academic, social emotional counseling and college and career counseling, D/F monitoring, the continued development of our Multi-Tiered System of Support contributed to the successes noted in the CA Dashboard data. A-G completion rates also increased from 71.7% in 2021 to 79.2% in 2022. Our AP pass rate increased from 82.4% to 89.35%. First semester Ds and Fs decreased at OPHS from 14.9% in fall 2021 to 11.5% in fall 2022.

A Dashboard suspension rate data for Brookside, Medea Creek, Oak Hills, Oak Park High School, Red Oak and Oak Park Independent chool was Very Low and there were no dropouts or expulsions. This can in part be attributed to the assistance of the Director of Student upport and Safety, access to school counselors at all grade levels, our Multi-Tiered Systems of Support for Social-Emotional Learning and ehavioral interventions. Student support programs including Safe Schools Ambassadors, Advanced Peer Counseling, and Where Everyone elongs also contributed to the Very Low suspension rate and no dropouts or expulsions. In addition, actions including a full-time district

nurse, participation in Challenge Success events, access to high-interest activities including athletics, PE, CTE and the arts, and engaging with families through school-wide and district events also played an important role in the success of this goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2023-24 school year, OPUSD will be adding three additional actions to Goal 1. Goal 1.24 will include a Career Technical Education (CTE)/Categorical Programs Teacher on Special Assignment (TOSA) responsible for coordinating OPUSD's comprehensive CTE and Categorical Programs. The CTE/Categorical Programs TOSA will serve as an instructional leader in the development and improvement of CTE and categorically funded state and federal programs that support unduplicated (English Learners, Low Income, and Foster Youth) student populations. OPUSD will also add a Math TOSA (Goal 1.25). The Math TOSA will direct and support the District's TK-12 mathematics program, including curriculum, curriculum adoptions, curriculum development, materials selections, instructional program, math summer programs, and staff professional development specifically designed to support the needs of English Learners, Low Income, and Foster Youth; regularly collect, review, disseminate, and report math assessment results and develop specific action plan(s) to enhance teachers' ability to provide instruction that builds students' sense of engagement, determine professional development needs, provide student support, and improve the mathematics learning and achievement performance of all student groups. Goal 1.26 will be added to increase the number of students receiving the Seal of Civic Engagement, as we are currently not on target to meet the expected outcomes. We will also be modifying Goal 1.4 to include additional school connectedness and school climate for TK-12 students including funding for clubs and enrichment activities. An additional metric was added to measure the progress of honors and AP course offerings.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Engage all community partners more deeply in shared-decision making and improve communication with staff, parents, students, and the community.

An explanation of why the LEA has developed this goal.

During the pandemic, communication about decision making presented a significant challenge to school districts. During this time, staff, parents, students, and community members expressed a desire for engagement from the District during the decision making process. Survey data suggests that closing the "loop" related to the use of feedback will help address the need to connect decisions with the input received from educational partners, and will contribute to overall engagement and connectedness. OPUSD recognizes that maintaining an inclusive process with the community is important, as is the need for staff and students to be meaningfully involved in decision making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of application process for committee membership	No clear application process	11 students 67 parents 24 staff Responded to survey Began utilizing application process for the Parent Advisory Committee membership through Parent Square and District Website to increase LCAP Parent Advisory Committee participation and the number of survey responses	1,794 Students 787 Parents 256 Staff This is the second year of the two year term for our committee members. Most committee members continued with their assignment.		200 students 200 parents 50 staff Respond to LCAP survey, 5+ parents of unduplicated (EL,LI, FY) participate in LCAP Parent Advisory Committee meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The OPUSD website is an effective communication tool and source of information for the community.	Current website is in place	New homepage launched at start of school year. Updated the C and I page to include resources related to standards and expectations	Created Educational Services webpage to include all departments under our umbrella. Added information about our MTSS program, revised GATE webpage and reviewed sites for outdated materials.		New website is in place, regularly updated, and serves as a tool for engagement.
OPUSD will have a process for receiving feedback, taking action, and sharing how feedback has impacted decision making and participation for all, including the family needs of unduplicated pupils and students with disabilities.	No regular process in place	Survey staff: Elementary Pilot/Adoption, EEBG, M & O Performance and Feedback Survey (each semester), LCAP and Goal Feedback Survey	Survey Staff: LCAP Survey-256 staff members responded (48.5% of total staff). This is an increase of 165 responses from last year. Family Survey- LCAP Survey-787 parents responded. This is an increase of 438 from last year.		70% of staff respond to surveys

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Staff Collegiality Measure on CA Healthy Kids Survey (Items include "close professional relationships, support and treat each other with respect, feel a responsibility to improve the school")	All Staff: 50% "Strongly Agree"	50% Strongly agree (survey only given every other year, using prior year's results)	CHKS was not administered in 2022-23 as it is only administered every other year. Local LCAP climate survey data indicated that 92.3% of staff feel connected to their school site.		All Staff: 80% "Strongly Agree"
Increase Staff Working Environment Measure on CA Healthy Kids Survey (Items include "supportive and inviting place to work, promotes trust and collegiality, provides resources needed to do job effectively, promotes participation in decision making")	All Staff: 55% "Strongly Agree"	55% (survey only given every other year, using prior year's results)	CHKS was not administered in 2022-23 as it is only administered every other year. Local LCAP climate survey data indicated that 78.4% of staff feel listed to and welcomed.		All Staff: 80% "Strongly Agree"

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Codify an application process for selecting participants of District wide committees	Provide a uniform process for soliciting staff, parent, community member participation in district committees.	$0.00	No
2.2	Strengthen teacher leadership and support models	Maintain one Technology TOSA (Expenditure moved to EEBG through 22-23), replace with Math TOSA- see Goal 1.24 (2023-24)	$198,871.00	No

Action #	Title	Description	Total Funds	Contributing
		Maintain Lead Tech TOSA position (0.6 FTE moved to EEBG through 23-24) Maintain teacher leadership and support through the TechLITE program. Encourage and promote teacher leadership in the following areas: NGSS, Sustainability, Reading and Writing Workshop, Math, STEAM, GATE. Encourage and promote teacher-led professional development.		
2.3	Build out a new website and provide ongoing site maintenance	Use website as part of the coordinated communication efforts. Provide useful links related to curriculum resources for parents.	$18,000.00	No
2.4	Increase frequency and type of feedback	Create a 'feedback loop' to connect educational partner input with actions of the District, implement Coordinator of Communications position who will develop a coordinated process for communications.	$35,719.00	No
2.5	Update and refine educational partner survey	Continue to update and refine educational partner surveys	$0.00	No
2.6	Student engagement in shared decision making	Create student LCAP Committee	$0.00	No

Goal Analysis [2022-23]

analysis of how this goal was carried out in the previous year.

lescription of any substantive differences in planned actions and actual implementation of these actions.

actions and services in Goal 2, engage all community partners more deeply in shared decision making and improved communication with aff, parents, students and the community, were implemented. There were no substantive differences in the planned actions and actual

implementation. However, for the 2022-23 school year, the teacher leadership and support through the technology learning coach, curriculum catalyst, and district innovators program was suspended due to teacher feedback. These teacher leader positions will be revised to meet the needs of teachers in the post-COVID learning environment for the 2023-24 school year.

Challenges:
The CA Healthy Kids Survey is only given every other year. Since it was used as one of the primary Goal 2 metrics, we created a local climate survey to help collect the needed educational partner input. We will continue to update and use the local survey along with the CA Healthy Kids in future years, as we can customize the local survey to better identify the needs of OPUSD educational partners. Maintaining up-to-date information on school websites has been an incremental process with work still needing to be done in the area (Goal 2.3).

Successes:
OPUSD educational partners enjoyed this first full year of "business as usual" after the pandemic. Most district committees began to meet in person again, and we had excellent parental participation on all committees (Goal 2.1). Events such as school carnivals returned and the former Math Task Force was brought back (now renamed the Mathematics Community of Practice). A process for soliciting staff, parent, and community member participation was developed and each committee had representation from all educational partner groups (Goal 2.1). A new LCAP survey and local climate survey were created with input from the LCAP Parent Advisory Committee, and survey participation increased substantially for all educational partner groups. Survey results were shared with educational partners and a follow-up survey was created for additional clarification (Goal 2.4).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.2 was under budget because one Technology TOSA was moved out of the LCAP and into a different funding source through the 2023-24 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and services were very successful in ensuring OPUSD made progress towards Goal 2. An application for open district committees was created and shared with educational partners to fill vacant committee seats (Goal 2.1). OPUSD offered teachers the opportunity to take on additional leadership roles through two technology TOSA positions and the addition of Learning Support Teachers, TCRWP Coaches, GATE Site Coordinators, DETF Site Representatives, EEAC Teacher Sustainability Representatives, and teacher creation of curricular resources in math, Sustainability, ELA, Intervention, and GATE (Goal 2.2). The OPUSD website continues to be updated and ıstrict departments and school sites have been working to update theirs as well (Goal 2.3). The LCAP PAC helped redesign the LCAP rvey. The survey participation far exceeded past participation for all groups, including families, students and staff. Survey results were ared with all educational partner groups including the DELAC, LCAP PAC, Board of Education, school sites and families. An Educational ırtner Guide to the LCAP survey was created to close the feedback loop and share what the district is doing to address educational partner ɔut (Goal 2.4).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2023-24 school year, OPUSD will be bringing back back the technology teacher stipends for TechLITES at each school site. The Lead Technology TOSA (Goal 2.2) will support the TechLITES (Goal 2.2) as they work with the teachers at their sites. The second Technology TOSA position will be replaced with a Math TOSA (see Goal 1.25) next year, as teachers have not needed the services of the second Technology TOSA since returning to full-time in-person instruction. The site TechLITES (Goal 2.2) will provide the additional site-based technology support as needed. The Math TOSA position has been created to assist with a TK-12 math curriculum audit, provide teachers with on-going support and implementation of research-based instructional strategies, expand OPUSD's intervention program and to support students and staff at Oak View High School (identified for CSI support in 2023-24). An additional action, Goal 2.5, will help ensure educational partner surveys are continuously updated and refined. Goal 2.6 was added to support the development of the new LCAP Student Advisory Committee, which will provide additional opportunities to include student voice in our LCAP planning process.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Continue to expand school safety and student/staff well-being initiatives.

An explanation of why the LEA has developed this goal.

School safety and student well being continue to be top priorities for all educational partners. In the 2021 LCAP survey, parents, staff and students rated this the highest goal priority. Student safety and well being takes many forms, including the physical safety of schools and the health and fitness levels of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase participation in student nutrition program	Meals served in 18-19: 141,488	Meals served in 21-22: 241,598 lunches and 289,502 breakfasts for a total 531,110 Met: Equivalent to 67% of students served daily	Meals served in 2022-23 Breakfast = 246,784 Lunch = 243,007 Total = 489,791 Met: Equivalent to 64.3% of students served daily		Daily meals served to 50% of student body, or 396,000 meals
Increase student participation in hletics, Intramural orts, and Active ubs	Baseline 21-22: 80 students	21-22 85 Students MCMS Interdistrict league 30 students in Cheer/ 25 students in boys and girls Basketball, 30	MCMS All Star Sports participants: soccer: 15 basketball: 26 volleyball: (starts March): 25 Cheer: 20		120 students participating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students in boys and girls Volleyball	#clubs: 30 #partipants in clubs: 400		
Maintain the increased level of daily cleaning and routine and deferred maintenance at 98% or better as evidenced by annual FIT Score/Ranking CA Dashboard	98%	Brookside - 95.69% Oak Hills - 92.89% Red Oak - 90.80% Medea - 96.91% OPHS - 95.53% OPIS - 94.53% OVHS - 97.03% Average - 94.77%	Brookside - 98.18% Oak Hills - 97.17% Red Oak - 96.10% Medea - 96.07% OPHS - 96.91% OPIS - 99.31% OVHS - 100% Average - 97.68%		98% Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continue increased behaviorist and psychologist support	Provide intensive social-emotional and behavioral support for students. The costs for this action represent 80% of the expenditures, which do not contribute to Increased Services for Unduplicated Pupils.	$119,975.00	No
3.2	Integrate our progressive child nutrition program with the instructional program.	Director of Student Nutrition and Wellness (paid from Child Nutrition Services Fund) School Garden program contract: farm-to-table connection to cafeteria	$70,490.00	No
3.3	Continue to update our PE and athletics programs to ensure an inclusive program	Maintain 3 additional elementary PE teachers and 3 aides to assist as PE coaches. Support development of new PE units and courses in grades 6-12.	$455,092.00	No

Action #	Title	Description	Total Funds	Contributing
	that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.	Add an aquatics program at OPHS, including swimming and water polo.		
3.4	Address the self-care needs of staff	The Asst. Superintendent of HR will collaborate with employee groups to determine supports.	$10,000.00	No
3.5	Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	Maintain staffing in custodial, grounds and maintenance services to ensure continued clean, safe, well- maintained schools. Maintain scheduling of 20 staff development/training sessions for custodial, grounds, and maintenance and staff pertaining to cleaning, safety, and effectiveness. Complete the 5- year Deferred Maintenance plan and increase Deferred Maintenance fund using one-time funds if available. Maintain a schedule for emergency drills, emergency supply replacement, and safety protocol reviews.	$1,501,613.00	No
3.6	Repairs, renovation, and modernization of facilities at all sites as outlined in the board-approved Master Plan for Measure S bond fund:	• Districtwide - Measure S bond program/project management, providing collaborative furniture • BES - school modernization - completion of administration building improvement construction, obtain Division of the State Architect plan approval for replacement of relocatable classrooms with permanent modular construction (Phase I, 4 classrooms), • OHES - school modernization - upgrades and improvements of preschool relocatable classrooms • ROES - school modernization - obtain Division of the State Architect plan approval for replacement of relocatable classrooms with permanent modular construction (7 classrooms)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Implement other selected facilities, technology, student safety, energy conservation and environmental needs as identified and approved by the Board of Education Funds required are included in the Measure S Master Plan.		
3.7	Monitor the number, type, and frequency of counselor and Wellness Center visits	Regularly monitor data related to counselor and Wellness Center visits (consistent between middle school and high school) to identify areas of need, student groups with similar needs, or individual students needing additional supports.	$4,600.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these actions.

Challenges:
While the overall aesthetics and maintenance of our campuses remains high, our Climate Survey revealed that student restroom cleanliness and maintenance was a concern for families and students. As a result, our Maintenance and Operations Department along with District Administration collaborated and put new cleaning and monitoring schedules into practice and ordered additional partitions to increase privacy (Goal 3.5). No additional self-care activities were planned for staff this school year (Goal 3.4). However, staff had access to campus Wellness Centers, and our Human Resources began a new employee recognition program.

Successes:
With continued increased behaviorist and psychologist support, OPUSD was able to provide intensive social-emotional and behavioral support for struggling students (Goal 3.1). Red Oak Elementary School received an exterior renovation and modernization of their HVAC system over Summer 2022 (Goal 3.6). Secondary counselors met quarterly to review student data related to the numbers and types of visits students made to both their School and Wellness Counselor in order to determine next steps for student wellbeing. These Wellness Team eview meetings will continue next school year (Goal 3.7). The garden program was fully implemented and continues to be connected with r child nutrition program through a farm to table model (Goal 3.2). Additionally, Medea Creek added another intramural sports team, soccer oal 3.3).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions 3.2 and 3.4 were less than originally budgeted. The employee recognition and support through the Wellness Centers (3.4) had no additional cost associated with it. LCAP funding was not used to pay for the Director of Student Nutrition and Wellness (Goal 3.2) as the student nutrition program supported this position.

An explanation of how effective the specific actions were in making progress toward the goal.

The Goal 3 actions were effective in making progress towards the goal as evidenced by the increased number of students participating in extra-curricular activities and deferred maintenance data. Increased support by a behaviorist/phycologist (Goal 3.1) was provided. The psychologist provided oversight and support for the new Wellness Centers at Medea Creek Middle School and Oak Park High School. There has been an increase in the number of students participating in the school nutrition program since the 2018-19 school year, but there was a decrease this past year (Goal 3.2). The school nutrition director sent out a survey to families to determine their favorite and least favorite food items and solicit additional feedback to improve the meal program. The gardening program (Goal 3.2) was very successful this year, with a watershed theme and a farm to table nutrition focus. The garden program coordinator shared photos and updates at EEAC meetings throughout the year. Credentialed PE teachers and PE aides (Goal 3. 3) continued to be provided at elementary sites to ensure student access to high quality, standards-based PE instruction that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy lifestyles. District personnel celebrated staff with the addition of an employee of the month program and supported social-emotional well being through the new Wellness Centers (Goal 3.4). A comprehensive counseling plan was also developed to provide information to staff and families about the district's counseling program. Safety (Goal 3.5) was a top priority, with the addition of safety consultant, Commander Pentis. All certificated and classified staff received active shooter training. Training was also offered to parents and secondary students. Repairs and modernization efforts (Goal 3.6) continued to be an area of focus, with priority placed on preparing elementary campuses for the addition of new TK classes. A new system for monitoring counselor visits (Goal 3.7) to the Medea Creek and Oak Park High School Wellness Center was created this year. Quarterly reviews were held to monitor students identified as at-risk social-emotionally and academically. A Wellness Team Review process was created as well as a student monitoring document to ensure where are identifying students in need of support. Pupil Services, Educational Services and school site staff worked together with others from Ventura County to create this monitoring process. It will continue to be refined next year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

OPUSD staff will continue with the Goal 3 actions and services, as they have been effective in making progress towards Goal 3 metrics. Goal 3.3 has been updated to include the addition of an aquatics program and Goal 3.7 has been updated to include the new Wellness Centers at the middle and high schools. There will be an additional focus on Goal 3.6, as LCAP survey results indicated that educational partner groups had concerns about restroom cleanliness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Deepen student learning through nature-based experiences and environmental stewardship in all areas of the instructional program and foster creativity, play, experiential, and inquiry-based learning.

An explanation of why the LEA has developed this goal.

OPUSD has- for many years- served as a leader in the 'Green Schools' movement, which includes being the first school district in CA to earn the National Green Ribbon Award from the Department of Education and US Environmental Protection Agency. OPUSD was named the "Best Green School System" by the US Green Building Council in 2018. Our motto of "Educating Creative and Compassionate Global Citizens" is based on an instructional approach that includes constructivist teaching and learning. This type of instruction leads to the inclusion of authentic, hands-on learning. The inclusion of CTE Pathways in this Goal is based on the CCI Measure on the CA School Dashboard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase number of courses offered in environmental literacy	4 courses at OPHS (2 science, 1 English, 1 Social Science) 1 course at MCMS (Elective)	7 total: OPHS: 1 Enviro Sci CP (full year), 1 Enviro Sci AP (full year), 2 Enviro Lit (half year), 2 Geopolitics (half year) MCMS: 1 Elective course	7 total: OPHS: 1 Enviro Sci CP (full year), 1 Enviro Sci AP (full year), 2 Enviro Lit (half year), 2 Geopolitics (half year) MCMS: 1 Elective course		6 courses at OPHS 2 courses at MCMS
·crease ollege/Career dicator on CA :hool Dashboard	76.4% Prepared	76.4% (2019 data) CC Indicator not reported on 2021 Dashboard	N/A not reported on Fall 2022 CA Dashboard		85% Prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase annual number of CTE Pathway "Completers"	45 completers in 19-20	36 completers	30 completers		75 completers per year
Increase number of students recognized with the Seal of Civic Engagement, Seal of Bilteracy, and Green Cord at graduation	2020-2021 Totals Bilteracy: 71 Green Cord: 14 Civic Engagement: 0	2021-2022 Totals Bilteracy: 37 Green Cord: 12 Civic Engagement: 3	2021-22 Totals Seal of Biliteracy: 43; Green Cord/Enviro "Seal": 12; Seal of Civic Engagement: 1		Bilteracy: 85 Green Cord: 30 Civic Engagement: 20
Increase student participation in Work Based Learning Opportunities	no known baseline	SWP Round 4 Application focuses on Work Based Learning (WBL), specifically internships and pre-apprenticeships. OPHS hired 3 Monarch Interns and a full time Career Counselor for the 22-23 school year.	OPHS continued with 3 Monarch interns in the 2022-23 school year. The District Office Technology department hired a student worker. 4 students participated in WBL		10+ Students participate in WBL

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Provide field trips and experiences related to this goal	Santa Cruz Island for 5th grade, Anacapa trip for OVHS, other experiences to support this goal	$31,467.00	No
4.2	Support participation of staff, students, and parents in the	Provide stipends and materials to support committee work, and support for annual Sustainability Fair.	$8,790.00	No

Action #	Title	Description	Total Funds	Contributing
	Environmental Education and Action Committee (EEAC)			
4.3	Continue membership in the Green Schools National Network	Continue catalyst membership in Green Schools National Network.	$5,000.00	No
4.4	Provide Professional Development to staff in this area	Conference registration, subs, stipends	$14,100.00	No
4.5	Design new outdoor learning spaces, including playgrounds and outdoor classrooms	Required funds are included in the Measure S Master Plan.	$0.00	No
4.6	Continue to develop Career Technical Education (CTE) Pathways	Offer multiple career education pathways that meet the needs and interests of students.	$566,843.00	No
4.7	Innovation Lab Specialists (IA III) at each elementary school	Provide materials and instruction in the Innovation Labs to lead STEAM project based learning.	$177,635.00	No
4.8	Provide .5 CTE TOSA	Provide a .5 CTE TOSA to support high quality CTE program implementation and ensure access to CTE opportunities for Socioeconomically Low Income, English Learners, Students with Disabilities and Foster Youth.	$75,000.00	No
4.9	High School Science Instructional Materials Pilot	Begin pilot process for high school science courses.	$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 actions and services were successfully implemented. The Sustainability Fair, included in Goal 4.2, was replaced with a recycling event in collaboration with our local Waste Management and Kiwanis. Due to schedule conflicts not all school sites had EEAC representatives and not all EEAC teachers were able to attend the Green School National Conference. There was an increased focus on CTE pathways (Goal 4.6) resulting in increased expenditures.

Challenges:
It was difficult to find volunteers to plan and assist with the recycling event (4.2). It was extremely cold and rainy on the day of the event, but there was still a strong community turn-out. Waste Management ran out of space for e-waste and will bring an additional truck to collect e-waste next year. There was a decline in the number of students earning the Seal of Civic engagement. District and school site staff participated in the Civic Engagement Network at VCOE to gain insight into program options to increase student participation. Next year, the GPA requirement will be eliminated as recommended by the Constitutional Rights Foundation and the Civic Engagement Research Group. This will make the Seal of Civic Engagement more accessible to all students.

Successes:
Oak Park staff attended the National Green Schools Network and continued its status as a catalyst district (Goal 4.3 and 4.4). All middle school students were invited to attend outdoor school (Pali Camp) this year as the current 7th and 8th graders missed this opportunity their 6th grade year due to the pandemic (4.1).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4.2 cost less than originally budgeted because we held a recycling event in collaboration with Waste Management and Kiwanis in lieu of a Sustainability Fair. Goal 4.4 cost less than originally budgeted due to schedule conflicts with Green School National Conference. There was an increased focus on CTE pathways (Goal 4.6) resulting in increased expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and services in Goal 4 helped deepen student learning through nature-based experiences and environmental stewardship in all eas of the instructional program and fostered creativity, play, experiential, and inquiry-based learning. OPUSD continued to offer the 7 vironmental literacy courses, maintained the number of students graduating with a Green Cord, and continued with the Monarch Butterfly udent interns (Goal 4.2). Additionally, a new student intern was hired in the Technology Department increasing work-based learning portunities within the district (Goal 4.6). OPUSD continues to be a catalyst member of the Green Schools National Network, and a team of achers and administrators travelled to New Orleans to participate in their national conference (Goal 4.3 and 4.4).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 4.9 was added, as STEAM is an area of focus for next year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1591918	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.39%	0.00%	$0.00	3.39%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

OPUSD plans to increase and/or improve services for English Learners, Low Income, and Foster Youth students as compared to all students by implementing the actions and services described below. As an LEA with fewer than 55% unduplicated students (English Learners, Low Income, and Foster Youth), OPUSD will describe how these actions and services are principally directed to and effective in meeting its goals for English Learners, Low Income, and Foster Youth students.

District and County public health data revealed that the needs, conditions, and circumstances of our English Learner, Low Income, and Foster Youth students, led to increased adverse physical and mental health concerns due to the COVD-19 pandemic. Mitigating these ongoing physical and mental health concerns will be continually analyzed and addressed. The stress and extenuating circumstances faced by All Students, including English Learners, Low Income, and Foster Youth students, and their families during the pandemic required ·geted supports, many of which have been included in this three year LCAP plan.

:tions and services primarily directed to support English Learners, Low Income, and Foster Youth students include a .2 attendance dean to pport English Learners, Low Income and Foster Youth students with positive attendance practices, as Chronic Absenteeism data shows a

discrepancy between ALL Students and English Learners, Low Income and Foster Youth (Goal 1.14). In addition, a .2 Director of Student Support and Safety will be provided to coordinate the SART and SARB process and conduct home visits to support English Learner, Low Income and Foster Youth struggling with chronic absenteeism (Goal 1.18). Increased access to school counselors will be provided to English Learner, Low Income and Foster Youth students to strengthen student engagement and school connectedness (Goal 1.17), as California Healthy Kids data shows that these groups have fewer trusted adult relationships on campus and a lower level of engagement. College readiness support will be provided to English Learners, Low Income and Foster Youth students by new certificated college and career counselor (Goal 1.23) to increase the college going rate of these historically underrepresented student groups. Student progress monitoring through a comprehensive MTSS program, including Fastbridge (evidence-based) diagnostic assessments (Goal 1.21) will be provided and is principally directed toward English Learners, Low Income and Foster Youth students, as CAASPP data shows an achievement gap between the All Students group and English Learners/Low Income students. Supports for English language proficiency through the Teachers College Reading and Writing Project (TCRWP), and job embedded professional development so that teachers can better support English Learners, Low Income and Foster Youth students meet literacy standards will be provided (Goal 1.22).

New for the 2023-24 LCAP is the addition of a Categorical Programs TOSA (Goal 1.24). The Categorical Programs TOSA will provide professional development and support to teachers on instructional practices such as Universal Design for Learning (UDL), to ensure that instruction is thoughtfully designed to meet the needs of English Learners, Low Income and Foster Youth. This TOSA will also monitor student progress and provide support to English Learners, Low Income and Foster Youth to help close the achievement gaps identified in both ELA and Mathematics. A focus on the TK-12 mathematics program, including hiring an outside consultant and a mathematics TOSA will also be new for the 2023-24 school year (Goal 1.25). A TK-12 curriculum audit and on-going professional development through modeling of instructional practices to meet the needs of English Learners, Low Income and Foster Youth will be provided to increase the mathematics performance of these student groups. OPUSD decided to add the additional TOSA positions as instructional coaching has "proven to be a powerful tool for improving teacher knowledge, skills and practice" (Desimone and Pak, 2016).

District-wide implementation of these aforementioned practices will not only have an impact on the learning environment and the climate of the schools as a whole, but will also have a greater positive impact on OPUSD's English Learners, Low Income, and Foster Youth students. The district recognizes that while these funds are generated in order to serve English Learners, Low Income, and Foster Youth students, some services may, should the need arise, be utilized for students outside of these student groups. By providing the services identified as LEA-wide, OPUSD will best serve all students. The full list of expenditures is aligned with the goals of the OPUSD LCAP and addresses the needs of the district's English Learners, Low Income and Foster Youth.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Of the total Local Control Funding Formula (LCFF) funding, Oak Park Unified School District received $1,591,918 to be used to support the 16.93% unduplicated students. These funds are calculated based on the number of English Learners, Low Income, and Foster Youth students in the district. The total amount was determined by the latest version of the FCMAT calculator. The services provided to support English Learners, Low Income and Foster Youth students included in this LCAP meet or exceed the 3.39% required percentage to increase or improve services. OPUSD will offer a variety of programs and services that are increased or improved for English Learners, Low Income and Foster Youth students for the 2023-24 LCAP. These actions are detailed below.

English Learners

ELLevation software was purchased to monitor English Learner progress (Goal 1.15). This will allow for increased access to timely, targeted intervention specifically for English Learner students. It will also allow teachers, counselors and administrators to identify potential Long Term English Learners, so that they can provide additional support before these students fall further behind. Instructional Aides will be provided to support English Learners in their core academic classes and ELD (Goal 1.16). In addition, they will assist families needing translations and support services in a variety of languages (Goal1.13). Best practices for teaching English Language Development will be provided through TCRWP and the Ventura County Office of Education (Goal 1.22). Using the California Department of Education's English Language Arts/English Language Development Framework, with a focus on improving literacy skills for K-5, and English Language Development skill for grades 6-8 and 9-12, as referenced on the California Department of Education website (https://www.cde.ca.gov/sp/el/er/eldstandards.asp) will help ensure OPUSD English Learners will be able to access grade level curriculum and standards (Goal 1.21).

Low Income food insecurity does not exist in isolation, as Low Income families are often affected by multiple, overlapping issues like lack of affordable housing, social isolation, chronic or acute health problems and low wages. Taken together, these issues are important social determinants of an individual's success (USDA, 2018). OPUSD will continue to work on integrating our progressive child nutrition program with the instructional program to ensure Low Income students have a good model for healthy living and have access to nutritious meals (Goal 3.2). OPUSD will also provide increased access to small group math instruction for K-8 students during the school day using research based intervention practices (Goal 1.21). Increased access to targeted literacy instruction to K--5 students during the school day using research based intervention programs will be offered through a comprehensive MTSS program (Goal 1.21).

Foster Youth

Research indicates that Foster Youth experience significantly higher rates of trauma when compared to other student groups (US Department of Health and Human Services, 2016). As such, it is vital that Foster Youth have increased access to a trusted adult, who will support the students' academic and social-emotional well-being as well as ensuring that the school sites are in compliance with all legislation affecting Foster Youth students. As Josh Shipp said, "Every kid is one caring adult away from being a success story" (2015). OPUSD currently has two Foster Youth. These students are closely monitored by their school site counselors and provided increased counseling and ademic supports including small group math instruction and support from a Literacy Specialist.

storically, approximately 10-15% of Oak Park students are unduplicated (English Learners, Low Income and Foster Youth). Over time, the strict has developed policies, programs, and practices that result in high academic achievement for all students, including English Learner, w Income and Foster Youth. Based on this organizational experience, the LCAP is focused on continuing and enhancing the practices that ve led to student success in the past. With small amounts of supplemental funding, OPUSD must carefully plan for the targeted plementation of practices that are principally directed to serve unduplicated pupils.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,667,395.00	$80,000.00	$62,820.00		$7,810,215.00	$7,522,112.00	$288,103.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Continue position of Director of Student Support and Safety	All	$165,129.00				$165,129.00
1	1.2	Expand Dual Enrollment Opportunities and AP/Honors Course Offerings	All		$0.00			$0.00
1	1.3	Provide access to school counselors to strengthen student engagement and school connectedness	All	$1,447,691.00				$1,447,691.00
1	1.4	Develop clubs and advisory programs to support student connectedness and school climate	All	$25,500.00				$25,500.00
1	1.5	Support programs that increase student connectedness	All	$5,000.00				$5,000.00
1	1.6	Continue the development of Multi-Tiered Systems of Support at all grade levels	All	$885,637.00				$885,637.00
1	1.7	Maintain a full time District Nurse	All	$112,849.00				$112,849.00
1	1.8	Develop an Ethnic Studies course for grades 9-12	All	$190.00				$190.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Maintain our PE and Athletics programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.	All	$0.00				$0.00
1	1.10	Provide broad access to the arts	All	$51,389.00		$58,220.00		$109,609.00
1	1.11	Continue to implement policies, practices, and procedures consistent with Challenge Success	All		$5,000.00			$5,000.00
1	1.12	Continue to provide Staff Development with the Teachers College Reading and Writing Project	All	$67,645.00				$67,645.00
1	1.13	Engage and connect with all students and families	English Learners Foster Youth Low Income	$728.00				$728.00
1	1.14	Address school attendance for disengaged students	Low Income	$28,944.00				$28,944.00
1	1.15	Support English Language Development for Multilingual Students	English Learners	$22,875.00				$22,875.00
1	1.16	Support English Language Development for English Learner	English Learners	$114,346.00				$114,346.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Multilingual Students)						
1	1.17	Provide access to school counselors to strengthen student engagement and school connectedness	English Learners Foster Youth Low Income	$687,194.00				$687,194.00
1	1.18	Continue position of Director of Student Support and Safety	English Learners Foster Youth Low Income	$41,281.00				$41,281.00
1	1.19	Monitor D/F lists at MCMS and OPHS	All	$0.00				$0.00
1	1.20	Reclassify College and Career Counselor to Certificated Counselor	All	$44,776.00				$44,776.00
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	English Learners Foster Youth Low Income	$540,266.00				$540,266.00
1	1.22	Continue to provide professional development with the Teachers College Reading and Writing Project	English Learners Foster Youth Low Income	$18,000.00				$18,000.00
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	English Learners Foster Youth Low Income	$29,851.00				$29,851.00
1	1.24	Provide Categorical Programs TOSA	English Learners Foster Youth Low Income	$74,509.00				$74,509.00
1	1.25	TK-12 mathematics program enhancement	English Learners Foster Youth	$90,000.00				$90,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.26	Increase the number of students receiving the Seal of Civic Engagement	All	$0.00				$0.00
2	2.1	Codify an application process for selecting participants of District wide committees	All	$0.00				$0.00
2	2.2	Strengthen teacher leadership and support models	All	$198,871.00				$198,871.00
2	2.3	Build out a new website and provide ongoing site maintenance	All	$18,000.00				$18,000.00
2	2.4	Increase frequency and type of feedback	All	$35,719.00				$35,719.00
2	2.5	Update and refine educational partner survey	All	$0.00				$0.00
2	2.6	Student engagement in shared decision making	All	$0.00				$0.00
3	3.1	Continue increased behaviorist and psychologist support	Students with Disabilities	$119,975.00				$119,975.00
3	3.2	Integrate our progressive child nutrition program with the instructional program.	All	$70,490.00				$70,490.00
3	3.3	Continue to update our PE and athletics programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages	All	$455,092.00				$455,092.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.						
3	3.4	Address the self-care needs of staff	All	$10,000.00				$10,000.00
3	3.5	Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	All	$1,501,613.00				$1,501,613.00
3	3.6	Repairs, renovation, and modernization of facilities at all sites as outlined in the board-approved Master Plan for Measure S bond fund:	All	$0.00				$0.00
3	3.7	Monitor the number, type, and frequency of counselor and Wellness Center visits	All			$4,600.00		$4,600.00
4	4.1	Provide field trips and experiences related to this goal	All	$31,467.00				$31,467.00
4	4.2	Support participation of staff, students, and parents in the Environmental Education and Action Committee (EEAC)	All	$8,790.00				$8,790.00
4	4.3	Continue membership in the Green Schools National Network	All	$5,000.00				$5,000.00
4	4.4	Provide Professional Development to staff in this area	All	$14,100.00				$14,100.00
4	4.5	Design new outdoor learning spaces,	All	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		including playgrounds and outdoor classrooms						
4	**4.6**	Continue to develop Career Technical Education (CTE) Pathways	All	$566,843.00				$566,843.00
4	**4.7**	Innovation Lab Specialists (IA III) at each elementary school	All	$177,635.00				$177,635.00
4	**4.8**	Provide .5 CTE TOSA	Low Income, English Learners and Foster Youth All Students with Disabilities		$75,000.00			$75,000.00
4	**4.9**	High School Science Instructional Materials Pilot	All	$0.00				$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
47014735	1591918	3.39%	0.00%	3.39%	$1,647,994.00	0.00%	3.51 %	**Total:**	$1,647,994.00
								LEA-wide Total:	$1,513,962.00
								Limited Total:	$75,237.00
								Schoolwide Total:	$58,795.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.13**	Engage and connect with all students and families	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$728.00	
1	**1.14**	Address school attendance for disengaged students	Yes	Schoolwide	Low Income	All Schools	$28,944.00	
1	**1.15**	Support English Language Development for Multilingual Students	Yes	LEA-wide	English Learners	All Schools	$22,875.00	
1	**1.16**	Support English Language Development for English Learner (Multilingual Students)	Yes	LEA-wide	English Learners	All Schools	$114,346.00	
1	**1.17**	Provide access to school counselors to strengthen student engagement and school connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$687,194.00	
1	**1.18**	Continue position of Director of Student Support and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,281.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$540,266.00	
1	1.22	Continue to provide professional development with the Teachers College Reading and Writing Project	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BES, OHES, ROES K-5	$18,000.00	
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OPHS	$29,851.00	
1	1.24	Provide Categorical Programs TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$74,509.00	
1	1.25	TK-12 mathematics program enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income		$90,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,589,356.00	$7,990,155.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Continue position of Director of Student Support and Safety	No	$145,878.00	$163,555.00
1	**1.2**	Expand Dual Enrollment Opportunities	No	$10,000.00	$8,393
1	**1.3**	Provide access to school counselors to strengthen student engagement and school connectedness	No	$1,375,672.00	$1,553,326
1	**1.4**	Develop an Advisory program in secondary schools to support student connectedness and school climate	No	$25,000.00	$1,900
1	**1.5**	Support programs that increase student connectedness	No	$9,000.00	$9,000
1	**1.6**	Continue the development of Multi-Tiered Systems of Support at all grade levels	No	$336,519.00	$361,796
1	**1.7**	Maintain a full time District Nurse	No	$111,605.00	$109,347
1	**1.8**	Develop an Ethnic Studies course for grades 9-12	No	$14,190.00	$837.00
1	**1.9**	Maintain our PE and Athletics programs to ensure an inclusive program that fosters a life-long	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.			
1	1.10	Provide broad access to the arts	No	$109,609.00	$104,236
1	1.11	Continue to implement policies, practices, and procedures consistent with Challenge Success	No	$5,000.00	$5,058
1	1.12	Continue to provide Staff Development with the Teachers College Reading and Writing Project	No	$97,645.00	$80,681
1	1.13	Engage and connect with all students and families	Yes	$10,788.00	$170.00
1	1.14	Address school attendance for disengaged students	Yes	$27,196.00	$28,551
1	1.15	Support English Language Development for Multilingual Students	Yes	$22,875.00	$26,863
1	1.16	Support English Language Development for Multilingual Students	Yes	$103,604.00	$167054
1	1.17	Provide access to school counselors to strengthen student engagement and school connectedness	Yes	$629,305.00	$638,647
1	1.18	Continue position of Director of Student Support and Safety	Yes	$38,646.00	$40,889
1	1.19	Monitor D/F lists at MCMS and OPHS	No		
1	1.20	Reclassify College and Career Counselor to Certificated Counselor	No	$109,716.00	$51,300

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	Yes	$480,509.00	$492424
1	1.22	Continue to provide Staff Development with the Teachers College Reading and Writing Project	Yes	$46,487.00	$42,484
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	Yes	$27,428.00	$29,553
2	2.1	Codify an application process for selecting participants of District wide committees	No		
2	2.2	Strengthen teacher leadership and support models	No	$371,424.00	$203,474
2	2.3	Build out a new website and provide ongoing site maintenance	No	$18,000.00	$18,000
2	2.4	Increase frequency and type of feedback	No	$33,293.00	$35,106
3	3.1	Continue increased behaviorist and psychologist support	No	$109,092.00	$115,374
3	3.2	Integrate our progressive child nutrition program with the instructional program.	No	$192,105.00	$70,490
3	3.3	Continue to update our PE programs to ensure an inclusive program that fosters a life-long commitment to physical fitness, a love of the outdoors, and encourages healthy, active lifestyles that include activities, such as walking, hiking, biking, etc.	No	$416,801.00	$429,830
3	3.4	Address the self-care needs of staff	No	$20,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Continue to work on physical safety issues such as surveillance, preparation for earthquakes, fire, evacuation, etc.	No	$2,016,091.00	$2,372,370.00
3	3.6	Repairs, renovation, and modernization of facilities at all sites as outlined in the board- approved Master Plan for Measure S bond fund:	No		
3	3.7	Monitor the number, type, and frequency of counselor visits	No	$4,588.00	$4,600
4	4.1	Provide field trips and experiences related to this goal	No	$31,468.00	$30,488
4	4.2	Support participation of staff, students, and parents in the Environmental Education and Action Committee (EEAC)	No	$9,000.00	$8,360
4	4.3	Continue membership in the Green Schools National Network	No	$5,000.00	$5,046.00
4	4.4	Provide Professional Development to staff in this area	No	$35,000.00	$28,966
4	4.5	Design new outdoor learning spaces, including playgrounds and outdoor classrooms	No		
4	4.6	Continue to develop Career Technical Education (CTE) Pathways	No	$420,917.00	$582,390
4	4.7	Innovation Lab Specialists (IA III) at each elementary school	No	$169,905.00	$169,597

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1366416	$1,386,838.00	$1,462,648.00	($75,810.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Engage and connect with all students and families	Yes	$10,788.00	$170		
1	1.14	Address school attendance for disengaged students	Yes	$27,196.00	$28551		
1	1.15	Support English Language Development for Multilingual Students	Yes	$22,875.00	$22875		
1	1.16	Support English Language Development for Multilingual Students	Yes	$103,604.00	$167054		
1	1.17	Provide access to school counselors to strengthen student engagement and school connectedness	Yes	$629,305.00	638647		
1	1.18	Continue position of Director of Student Support and Safety	Yes	$38,646.00	40889		
1	1.21	Continue the development of Multi-Tiered Systems of Support at all grade levels	Yes	$480,509.00	492425		
1	1.22	Continue to provide Staff Development with the Teachers College Reading and Writing Project	Yes	$46,487.00	$42484		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.23	Reclassify College and Career Counselor to Certificated Counselor	Yes	$27,428.00	29553		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
44,508,656	1366416	.12599%	3.20%	$1,462,648.00	0.00%	3.29%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

lan Summary

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A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

ngaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

al Analysis:

ter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

equirements and Instructions

ojected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the A estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner dents.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how se actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also scribe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this ermination, including any alternatives considered, supporting research, experience, or educational theory.

tions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of duplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff d/or classified staff employed by the LEA; classified staff includes custodial staff.

ovide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

e following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

ontributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE 2021-2022 SCHOOL ACCOUNTABILITY REPORT CARDS (SARCS)**
ACTION

ISSUE: Shall the Board of Education approve the School Accountability Report Cards for 2021-2022.

BACKGROUND: In November 1988, California voters passed Proposition 98, also known as the Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's schools with a source of funding. In return, all public schools in California are required annually to prepare SARCs and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation. Most SARC requirements are codified in California Education Code 33126 and 33126.1. State and federal laws require specific items to be reported in the following categories: demographic information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, postsecondary preparation, and fiscal and expenditure data, pursuant to EC sections 33126, 33126.1, 35256, and 52052, and ESEA Section 1111(h)(2).

Note the SARC's are typically brought before the Board for approval in January as they need to be posted by February 1 on the District and school websites. For the 2021-22 SARCs, the 2021–22 school year teacher data for Tables 6 and 7-Teacher Preparation and Placement, Table 8-Teachers Without Credentials and Misassignments, Table 9-Credentialed Teachers Assigned Out-of-Field, and Table 10-Class Assignments are not available at this time from the state. The district has submitted the date to the state and for the SARC's district are required to use the data reported by the CDE. The CDE anticipates that the 2021–22 school year teacher data for Tables 6, 7, 8, 9 and 10 will be populated into the public school electronic 2021-22 SARC templates by late Spring 2023, and their related downloadable data files will be made available on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/ shortly thereafter for public to view/access (i.e., schools, third-party vendors, etc.). The District reached out to the CDE and they have recommended that all schools/LEAs post their Board approved 2021–22 SARCs without the aforementioned data tables. A second Board review/approval of the 2021–22 teacher data provided by the CDE once populated is not required.

Please note that SARCs released reflect the data from the previous year. The 2021-2022 SARCs are linked below for each school.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy BP 0510 School Accountability Report Cards - The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

GOAL: N/A

ALTERNATIVES: 1. Approve the 2021-2022 SARC reports.
2. Do not approve the SARC reports.

RECOMMENDATION: Alternative #1

Prepared by: Tammy Herzog, Assistant Superintendent of Educational Services

Respectfully submitted,

_____
Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

Oak Park Unified School District

Brookside Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Diane Diamond
ddiamond@opusd.org

SCHOOL INFORMATION
56738746055677
165 North Satinwood Avenue
Oak Park, CA 91377
(818) 597-4200
https://www.oakparkusd.org/Domain/98

SUPERINTENDENT
Jeff Davis Ed.D.
jdavis@opusd.org

DISTRICT INFORMATION
Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3200

BOARD OF EDUCATION
Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION
Jeff Davis, Ed.D.
Superintendent
jdavis@opusd.org
Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
- DISTRICT MOTTO
Educating compassionate and creative global citizens.
- DISTRICT MISSION
To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.
- DISTRICT VISION
Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE
Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.
The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	51.1
Male	48.9
Non-Binary	
American Indian or Alaska Native	
Asian	18
Black or African American	0.9
Filipino	1.7
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	
White	61.2
Two or More Races	9.5
EL Students	4.6
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	11.3
Migrant Education	
Students with Disabilities	6.1

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	96
1st	95
2nd	72
3rd	82
4th	103
5th	90
6th	0
Total	538

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.5	54.8	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	2.4	21.6	11.7	12,115.8	4.4
Unknown	9.0	42.9	35.3	19.0	18,854.3	6.9
Total Teaching Positions	21.0	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.5	N/A
Total Out-of-Field Teachers	0.5	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	09/26/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	Kindergarten Playground Storage: 4. Inside louve door vent needs replacement. Classroom 216: 4. Missing light fixture diffuser. Room 207 - Computer Lab, Classroom 211, Classroom 212: 4. Water stains on ceiling tiles.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	Classroom 102, Classroom 213: 7. All lamps out in one light fixture (ballast?). Server Room Equipment: 7. Wiring in wall exposed.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Classroom 304: 9. Drinking fountain low water pressure. Classroom 212: 9. Low water pressure to drinking fountain makes it unusable. Multi Purpose Room: 9. No water to ceramic drinking fountain.
SAFETY: Fire Safety, Hazardous Materials	Good	Water Heater / Storage Room: 10. Clearance to panels not maintained. Health Office, Classroom 211: 10. Fire Extinguisher needs to be mounted to wall.
STRUCTURAL: Structural Damage, Roofs	Good	300 Building Sand Play Area, Field Sand Play Area: 13. Sun Shades as "roofs".
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Brookside Elementary School provides a safe, clean environment for students, staff and volunteers. The school sits on 10 acres and was built in 1968 with additions made in 1974, 1978, and 1992. School facilities span 41,525 square feet and include 28 classrooms, a library, multipurpose room, Innovations Lab, playground and grassy fields. The facility strongly supports teaching and learning through its ample classroom and playground space, as well as a staff resource room. During the summer of 2014, the multipurpose room, kitchen, staff lounge and two kindergarten classrooms were remodeled.

Cleaning Process

Three custodians, two full-time and one part-time, ensure classrooms, restrooms and campus grounds are kept sanitized, clean, safe and attractive. We follow all COVID Safety Protocols for cleaning and sanitizing to ensure student and staff safety. The district takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials

Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5 / Course: English Language Arts / Publisher: Heienmann / Adoption: 2017	Yes	0
Mathematics	Grades: K-5 / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2014	Yes	0
History / Social Science	Grades: K-5 / Course: History/Social Science / Publisher: Harcourt / Adoption: 1999	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: FOSS / Adoption: 2022	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: K-5 / Course: Health / Publisher: Harcourt / Adoption: 2004	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	75	81	47
Mathematics (Grades 3-8 and 11)	73	71	33
Science (Grades 5, 8, and 10)	69	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	278	277	99.64	0.36	75.45
Male	139	138	99.28	0.72	73.19
Female	139	139	100.00	0.00	77.70
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	60	60	100.00	0.00	85.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	56.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	150	150	100.00	0.00	72.00
Two or More Races	37	36	97.30	2.70	86.11
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	39	39	100.00	0.00	53.85
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	25.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	278	277	99.64	0.36	72.92
Male	139	138	99.28	0.72	73.19
Female	139	139	100.00	0.00	72.66
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	60	60	100.00	0.00	86.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	52.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	150	150	100.00	0.00	70.00
Two or More Races	37	36	97.30	2.70	77.78
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	39	39	100.00	0.00	48.72
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	25.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	90	89	98.89	1.11	68.54
Male	48	47	97.92	2.08	65.96
Female	42	42	100.00	0.00	71.43
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	45.45
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	47	47	100.00	0.00	68.09
Two or More Races	11	10	90.91	9.09	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	16	16	100.00	0.00	31.25
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	572	556	87	15.6
Female	290	285	46	16.1
Male	282	271	41	15.1
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	110	102	13	12.7
Black or African American	5	5	2	40
Filipino	9	9	0	0
Hispanic or Latino	51	51	13	25.5
Native Hawaiian or Pacific Islander	0	0	0	0
White	346	338	52	15.4
Two or More Races	51	51	7	13.7
EL Students	26	26	5	19.2
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	73	72	15	20.8
Migrant Education	0	0	0	0
Students with Disabilities	44	43	10	23.3

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Brookside Elementary greatly benefits from its supportive parents who volunteer an excess of 10,000 hours annually. Parents are encouraged to join the PTA and the SSC, and to participate as Room Parents. Parents who wish to volunteer in the classroom follow district and county safety protocols.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in at the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0.7	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.7	0
Female	0	0
Male	1.42	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.96	0
Native Hawaiian or Pacific Islander	0	0
White	0.87	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.37	0
Migrant Education	0	0
Students with Disabilities	2.27	0

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT
All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.
Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.
Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	538

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.9

COUNSELING AND SUPPORT SERVICES

It is the goal of Brookside Elementary School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal helps to coordinate counseling and support services. The elementary school level teachers utilize fluid groupings to meet specific student needs. Students are taught based on their level of achievement in each subject area ranging from an advanced, more challenging curriculum to a curriculum designed to fill in learning gaps for students needing improvement. Grouping students based on their level of achievement in Language Arts and Math allows them to work at the appropriate level of challenge or intervention in these core subjects. We use Fastbridge universal assessment data to provide Tier 2 and Tier 3 support for students who require Reading Intervention and Math Intervention using research based instruction. Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students receive differentiated instruction in the regular classroom.

Brookside Elementary School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Learning Centers and fluid grouping in Language Arts and Math are some of the ways Brookside Elementary School works to reach these students and help them meet grade level standards.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. Instructional aides work with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The District utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English. Brookside Elementary School's English Learner Coordinator has trained teachers to implement Rosetta Stone and computers have been added to classrooms to provide additional differentiated instruction for English learners.

Oak Park Unified School District offers a very progressive program for its Special Education students. A District Program Specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

The District is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to facilitate full participation in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the District are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	20	**21**	**22**	**20**	**21**	**22**	**20**	**21**	**22**	**20**	**21**	**22**
K	30	41	34			2	7	3	4	1	5	2
1st	26	33	36		1		6	2	4		3	4
2nd	29	46	40				7	2	3	1	4	3
3rd	23	39	41				8	4	3		4	3
4th	31	45	39				6	3	4		3	4
5th	28	44	45				8	3	3		3	3
6th												
Other												

DISTRICT REVENUE SOURCES

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 10,029
School: From Supplemental/Restricted Sources	$ 1,821
School: From Basic/Unrestricted Sources	$ 8,208
District: From Basic/Unrestricted Sources	$ 10,069
Percentage of Variation between School & District	-18.48 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	24.48 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	**State**
Beginning Teachers	$ 51,659	$ 48,503
Mid-Range Teachers	$ 81,698	$ 74,912
Highest Teachers	$ 112,845	$ 100,321
Elementary School Principals	$ 128,472	$ 122,160
Middle School Principals	$ 130,506	$ 127,632
High School Principals	$ 152,869	$ 137,578
Superintendent	$ 237,700	$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 92,747
District	$ 90,257
Percentage of Variation between School & District	2.76 %
All Similar School Districts	$ 79,175
Percentage of Variation between School & State	17.14 %

Oak Park Unified School District

Oak Hills Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Erik Warren
ewarren@opusd.org

SCHOOL INFORMATION
56738746107528
1010 Kanan Road
Oak Park, CA 91377
(818) 707-4224
https://www.oakparkusd.org/Domain/557

SUPERINTENDENT
Jeff Davis Ed.D.
jdavis@opusd.org

DISTRICT INFORMATION
Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3200

BOARD OF EDUCATION
Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION
Jeff Davis, Ed.D.
Superintendent
jdavis@opusd.org
Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
- DISTRICT MOTTO
Educating compassionate and creative global citizens.
- DISTRICT MISSION
To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.
- DISTRICT VISION
Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE
Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.
The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	48.7
Male	51.3
Non-Binary	
American Indian or Alaska Native	0.2
Asian	27.8
Black or African American	1.1
Filipino	2.1
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	
White	50.6
Two or More Races	7
EL Students	9.1
Foster Youth	0.2
Homeless	
Military	
Socioeconomically Disadvantaged	11
Migrant Education	
Students with Disabilities	8.7

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	97
1st	78
2nd	62
3rd	78
4th	74
5th	83
6th	0
Total	472

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.5	52.5	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.0	10.0	21.6	11.7	12,115.8	4.4
Unknown	7.5	37.5	35.3	19.0	18,854.3	6.9
Total Teaching Positions	20.0	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	2.0	N/A
Total Out-of-Field Teachers	2.0	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	09/26/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	Administration - Ladies Restrooms: 4. Cosmetic crack in ceiling. Classroom 5: 4. Cosmetic cracking in east wall (with door). A Girls Restrooms: 4. Girl's needs patch and paint where old fire alarm was removed and relocated (cosmetic). Computer Lab: 4. Holes in ceiling from router removal beyond cosmetic and possibly exposing insulation. Classroom 10: 4. One cracked light fixture diffuser. Counselor: 4. Peeling wallpaper (cosmetic). Classroom 23: 4. Two missing light fixture diffusers. Classroom 26 (Club Oak Park): 4. Water stains on ceiling tiles; light fixture diffuser cracked. Classroom 19: 4. Water stains on ceiling tiles; light fixture diffusers missing.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Electrical B Storage: 5. Clutter.
ELECTRICAL: Electrical	Good	Classroom 13: 7. All lamps out in one (1) fixture (ballast?). Classroom 9: 7. All lamps out in two (2) light fixtures (ballasts?). Server Room (Librarian): 7. Electrical outlet plate missing exposing internal wiring. Classroom 10, Multipurpose Room: 7. One (1) lamp out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Classroom 4: 9. Drinking fountain water pressure too low to be useful. Kindergarten Yard: 9. One (1) of two sinks not operable.
SAFETY: Fire Safety, Hazardous Materials	Good	BB Pod Foyer: 10. 90% of walls covered by paper including "Paper Tree" decoration. Electrical B Storage: 10. Door needs to be replaced on HB panel; panel clearance is not sufficient. K Pod electric: 10. Panel clearance not maintained. Outdoor Storage: 10. Required clearance around water heater not maintained.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Oak Hills Elementary School provides a safe, clean environment for students, staff, and volunteers. The school sits on eight acres and was built in 1988. Facilities span 29,880 in permanent square footage and 8,820 in portable square footage and includes a library, a multipurpose room, a playground and grassy fields. The facility supports teaching and learning through its ample classroom and playground space and a staff resource room.

Cleaning Process

Two full-time custodians ensure classrooms, restrooms and campus grounds are kept clean, safe and attractive. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order to provide a safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of the restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-5 / Course: English Language Arts / Publisher: Heienmann / Adoption: 2017	Yes	0
Mathematics	Grades: K-5 / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2014	Yes	0
History / Social Science	Grades: K-5 / Course: History/Social Science / Publisher: Harcourt / Adoption: 1999	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: FOSS / Adoption: 2022	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: K-5 / Course: Health / Publisher: Harcourt / Adoption: 2004	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	**District**	**State**
	2021-22	**2021-22**	**2021-22**
English Language Arts/Literacy (Grades 3-8 and 11)	85	81	47
Mathematics (Grades 3-8 and 11)	75	71	33
Science (Grades 5, 8, and 10)	68	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	243	239	98.35	1.65	84.52
Male	125	122	97.60	2.40	80.33
Female	118	117	99.15	0.85	88.89
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	79	79	100.00	0.00	87.34
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	80.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	115	112	97.39	2.61	83.93
Two or More Races	15	15	100.00	0.00	80.00
EL Students	16	16	100.00	0.00	37.50
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	27	27	100.00	0.00	70.37
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	31.82

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	243	238	97.94	2.06	74.79
Male	125	121	96.80	3.20	78.51
Female	118	117	99.15	0.85	70.94
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	79	79	100.00	0.00	91.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	64.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	115	111	96.52	3.48	66.67
Two or More Races	15	15	100.00	0.00	66.67
EL Students	16	16	100.00	0.00	68.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	27	27	100.00	0.00	51.85
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	23	22	95.65	4.35	31.82

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	87	84	96.55	3.45	67.86
Male	51	49	96.08	3.92	73.47
Female	36	35	97.22	2.78	60.00
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	26	26	100.00	0.00	88.46
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	41	39	95.12	4.88	51.28
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	513	495	46	9.3
Female	244	236	23	9.7
Male	269	259	23	8.9
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	151	143	14	9.8
Black or African American	5	5	0	0
Filipino	12	12	2	16.7
Hispanic or Latino	54	54	9	16.7
Native Hawaiian or Pacific Islander	0	0	0	0
White	257	247	18	7.3
Two or More Races	33	33	3	9.1
EL Students	50	48	4	8.3
Foster Youth	1	1	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	59	57	11	19.3
Migrant Education	0	0	0	0
Students with Disabilities	61	60	7	11.7

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Oak Hills Elementary greatly benefits from its supportive parents who are involved in the success of our students. The school has a strong base of parent volunteers who donate over 18,000 hours to the school annually through PTA, classroom and school functions. Parents are also welcome to join the School Site Council. The school benefits from several community partnerships.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in at the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.19	0	0	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.

Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.

Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	472

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.1

COUNSELING AND SUPPORT SERVICES
It is the goal of Oak Hills Elementary School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer interactions. The principal coordinates counseling and support services.
The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Students are taught based on their level of achievement in each subject area ranging from an advanced, more challenging curriculum to a curriculum designed to fill in learning gaps for students needing improvement. At all grade levels, instruction is personalized to a great extent based on each student's present level of performance as determined by ongoing formative assessments.
Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom. Additional enrichment opportunities are also offered periodically.
Oak Hills Elementary School utilizes a Multi-Tiered System of Support and Intervention. All students are given screening assessment three times a year at the beginning of each trimester. Literacy Intervention aides and Math Intervention Aides provide supplemental instruction using research-validated materials and methods that are targeted to the individual student's needs. Students receiving this support undergo progress monitoring every other week. Grade-level teams meet regularly to review data and make decisions about continued support. Student Study Teams also utilize this data as they develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.
Oak Park Unified School District offers a very progressive program for its Special Education students. A district program specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible. The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive and ongoing staff training is a cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.
Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. A part-time instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The district utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	28	37	27		1		7	3	7	1	4	1
1st	27	36	48				6	3	2		3	4
2nd	26	41	28			1	6	3	3		3	2
3rd	27	40	39				6	3	3		3	3
4th	27	38	37				6	3	3		3	3
5th	31	42	60				6	3	1		3	5
6th												
Other												

DISTRICT REVENUE SOURCES

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:
- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 10,632
School: From Supplemental/Restricted Sources	$ 2,226
School: From Basic/Unrestricted Sources	$ 8,311
District: From Basic/Unrestricted Sources	$ 10,069
Percentage of Variation between School & District	-17.46 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	26.04 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	**State**
Beginning Teachers	$ 51,659	$ 48,503
Mid-Range Teachers	$ 81,698	$ 74,912
Highest Teachers	$ 112,845	$ 100,321
Elementary School Principals	$ 128,472	$ 122,160
Middle School Principals	$ 130,506	$ 127,632
High School Principals	$ 152,869	$ 137,578
Superintendent	$ 237,700	$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 92,141
District	$ 90,257
Percentage of Variation between School & District	2.09 %
All Similar School Districts	$ 79,175
Percentage of Variation between School & State	16.38 %

Oak Park Unified School District

Red Oak Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Stacy La Frenz
slafrenz@opusd.org

SCHOOL INFORMATION
56738746111496
4857 Rockfield Street
Oak Park, CA 91377
(818) 707-7972
https://www.oakparkusd.org/Domain/488

SUPERINTENDENT
Jeff Davis Ed.D.
jdavis@opusd.org

DISTRICT INFORMATION
Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3200

BOARD OF EDUCATION
Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION
Jeff Davis, Ed.D.
Superintendent
jdavis@opusd.org
Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
- DISTRICT MOTTO
Educating compassionate and creative global citizens.
- DISTRICT MISSION
To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.
- DISTRICT VISION
Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE
Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.
The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	48.7
Male	51.3
Non-Binary	
American Indian or Alaska Native	0.2
Asian	35.2
Black or African American	1.9
Filipino	2.6
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	0.3
White	40.4
Two or More Races	10.4
EL Students	12.6
Foster Youth	0.2
Homeless	
Military	
Socioeconomically Disadvantaged	11.4
Migrant Education	
Students with Disabilities	7.3

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	104
1st	81
2nd	101
3rd	110
4th	95
5th	88
6th	0
Total	579

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.4	50.0	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.5	10.9	21.6	11.7	12,115.8	4.4
Unknown	9.0	39.2	35.3	19.0	18,854.3	6.9
Total Teaching Positions	22.9	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.0	N/A
Local Assignment Options	1.5	N/A
Total Out-of-Field Teachers	2.5	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	09/26/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Poor	Health: 4. Bed is torn and needs to be reupholstered or replaced (cosmetic). Custodial Room: 4. Cosmetic cracks in ceiling. D 54 Classroom: 4. Cosmetic holes in some ceiling tiles. Ball Room: 4. Cosmetic holes in walls. Computer Lab: 4. Hole cut in one (1) ceiling tile. C north Work Room: 4. Hole in ceiling tile beyond just cosmetic. C south Work Room: 4. Holes in two (2) ceiling tiles. Boys Restrooms, Girls Restrooms, Ladies Restrooms, Mens Restrooms: 4. Men's: wall paper peeling; Women's ceiling cracking, outlet cover missing - all cosmetic. D 52 Classroom: 4. One (1) ceiling tiles needs to be replaced; hole is larger than cosmetic. D 55 Classroom: 4. Perfect circle hole in ceiling tile beyond cosmetic. D 51 Classroom: 4. Two (2) perfect circle holes in ceiling tiles beyond just cosmetic. B Building Service Hall, B 21 Classroom: 4. Water spots on ceiling tiles around A/C vent. C 36 Classroom: 4. Water stain on ceiling tiles along south edge of room. C - Storage Room, C 31 Classroom: 4. Water stain on light fixture diffuser. D 56 Classroom: 4. Water stain on one (1) ceiling tile on north side of classroom. C South Service Hall, C 33 Classroom, C 35 Classroom, C 44 Classroom, C 46 Classroom: 4. Water stains on ceiling tiles. C 45 Classroom: 4. Water stains on ceiling tiles above clock and Wi/Fi router. C North Service Hall: 4. Water stains on ceiling tiles above door to Room 47. C 42 Classroom, C 43 Classroom: 4. Water stains on ceiling tiles adjacent to HVAC vent.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Parking Lot: 6. Evidence of ground squirrels in adjacent planters. Soccer Field: 6. One (1) gopher mound; evidence of ground squirrel presence.
ELECTRICAL: Electrical	Good	East Solar Array: 7. Being used to temporarily supply internet access. A9/A10 Classroom: 7. Four (4) lamps out each in separate fixture. Boys Restrooms, Girls Restrooms, Ladies Restrooms, Mens Restrooms: 7. Men's: one (1) lamp out. Custodial Room: 7. Missing outlet box covers (no exposed wiring). D 57 Club, C 41 Classroom (including Storage
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Multipurpose Room: 9. One (1) drinking fountain not working, the other has low water pressure.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	Seatrain east of Room 55: 12. Some rust along bottom edges near foundation - may allow pest access underneath.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	C 31 Classroom: 15. South facing door to outside needs insulation - can hear airflow through door.

SCHOOL FACILITIES

Red Oak Elementary School provides a safe, clean environment for students, staff, and volunteers. The school was opened in 1993. School facilities include a library, playground, and grassy fields. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. Recently, our campus received a large scale refresh with all new drywall and stucco and paint across the whole campus.

Measure S funds enabled these upgrades to all of our facilities this past summer to the exterior of our buildings.

Cleaning Process

Two full-time custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe, and attractive. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order and provide a safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-5 / Course: English Language Arts / Publisher: Heienmann / Adoption: 2017	Yes	0
Mathematics	Grades: K-5 / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2014	Yes	0
History / Social Science	Grades: K-5 / Course: History/Social Science / Publisher: Harcourt / Adoption: 1999	Yes	0
Science	Grades: K-5 / Course: Science / Publisher: FOSS / Adoption: 2022	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: K-5 / Course: Health / Publisher: Harcourt / Adoption: 2004	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	**District**	**State**
	2021-22	**2021-22**	**2021-22**
English Language Arts/Literacy (Grades 3-8 and 11)	87	81	47
Mathematics (Grades 3-8 and 11)	81	71	33
Science (Grades 5, 8, and 10)	72	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	288	282	97.92	2.08	86.52
Male	153	150	98.04	1.96	82.67
Female	135	132	97.78	2.22	90.91
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	105	104	99.05	0.95	90.38
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	24	23	95.83	4.17	86.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	116	114	98.28	1.72	84.21
Two or More Races	24	23	95.83	4.17	82.61
EL Students	24	24	100.00	0.00	54.17
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	71.88
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	33.33

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	288	281	97.57	2.43	81.49
Male	153	150	98.04	1.96	84.67
Female	135	131	97.04	2.96	77.86
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	105	105	100.00	0.00	87.62
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	24	23	95.83	4.17	69.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	116	113	97.41	2.59	78.76
Two or More Races	24	22	91.67	8.33	77.27
EL Students	24	24	100.00	0.00	58.33
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	71.88
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	33.33

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	88	86	97.73	2.27	72.09
Male	46	44	95.65	4.35	75.00
Female	42	42	100.00	0.00	69.05
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	33	33	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	34	34	100.00	0.00	73.53
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	601	593	35	5.9
Female	291	287	15	5.2
Male	310	306	20	6.5
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	214	211	4	1.9
Black or African American	11	11	0	0
Filipino	15	15	0	0
Hispanic or Latino	56	53	4	7.5
Native Hawaiian or Pacific Islander	2	2	1	50
White	240	238	24	10.1
Two or More Races	61	61	2	3.3
EL Students	77	77	4	5.2
Foster Youth	1	1	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	70	69	12	17.4
Migrant Education	0	0	0	0
Students with Disabilities	54	54	3	5.6

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Red Oak Elementary greatly benefits from its supportive parents who help ensure the high quality of education for all students. The school has a strong base of parent volunteers who provide assistance in a variety of different ways. Parents are also welcome to join our Parent Faculty Association. The school also sponsors special events that draw in the community to help support our students. Examples of these events include our Jog-A-Thon, Book Fair, Trunk or Treat, Science Night, Women in History Week, cultural presentations, and performances.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in at the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.

Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.

Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	579

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

COUNSELING AND SUPPORT SERVICES
It is the goal of Red Oak Elementary School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The principal coordinates counseling and support services.
Red Oak Elementary School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.
Oak Park Unified School District has moved to block scheduling at the elementary school level to utilize fluid groupings to meet specific student needs. Teachers now provide differentiated instruction based on fluid grouping of students. Students are taught based on their level of achievement in each subject area ranging from an advanced, more challenging curriculum to a curriculum designed to fill in learning gaps for students needing improvement. Grouping students based on their level of achievement in Language Arts and Math allows them to work with teachers trained to meet their specific needs in these core subjects.
Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom. This year we will be also administering a new screener test Cognitive Abilities Test Screener (or CogAT, pronounced "co-gat"). This screener was chosen because of its usability with younger students and its commitment to fairness and equity for all students.
Red Oak Elementary School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Learning Centers, literacy and math aides, and fluid grouping in Language Arts and Math are some of the ways Red Oak Elementary School works to reach these students and help them meet grade level standards.
Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. A part-time instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending an a student's level of English acquisition. The District utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.
Oak Park Unified School District offers a very progressive program for its Special Education students. A District program specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible. The District is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the District are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	26	39	26		1		10	3	8		4	
1st	27	39	36				8	4	4		4	2
2nd	28	35	38				6	5	4		3	4
3rd	28	42	38				6	3	5		3	3
4th	28	41	42				8	3	4		3	2
5th	31	43	39				6	4	4		4	2
6th												
Other												

DISTRICT REVENUE SOURCES

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:
- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 9,901
School: From Supplemental/Restricted Sources	$ 2,377
School: From Basic/Unrestricted Sources	$ 7,834
District: From Basic/Unrestricted Sources	$ 10,069
Percentage of Variation between School & District	-22.2 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	18.8 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	$ 51,659	$ 48,503
Mid-Range Teachers	$ 81,698	$ 74,912
Highest Teachers	$ 112,845	$ 100,321
Elementary School Principals	$ 128,472	$ 122,160
Middle School Principals	$ 130,506	$ 127,632
High School Principals	$ 152,869	$ 137,578
Superintendent	$ 237,700	$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 85,353
District	$ 90,257
Percentage of Variation between School & District	-5.43 %
All Similar School Districts	$ 79,175
Percentage of Variation between School & State	7.8 %

Oak Park Unified School District

Medea Creek Middle

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Gia Jantz
gjantz@opusd.org

SCHOOL INFORMATION
56738746098255
1002 Doubletree Road
Oak Park, CA 91377
(818) 707-7922
https://www.oakparkusd.org/Domain/375

SUPERINTENDENT
Jeff Davis Ed.D.
jdavis@opusd.org

DISTRICT INFORMATION
Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3200

BOARD OF EDUCATION
Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION
Jeff Davis, Ed.D.
Superintendent
jdavis@opusd.org
Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
- DISTRICT MOTTO
Educating compassionate and creative global citizens.
- DISTRICT MISSION
To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.
- DISTRICT VISION
Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE
Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.
The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	51.7
Male	48
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	28.7
Black or African American	1.3
Filipino	2
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.4
White	49.1
Two or More Races	7.5
EL Students	3.9
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	12.5
Migrant Education	
Students with Disabilities	7.9

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
6th	353
7th	317
8th	354
Total	1,024

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.1	80.3	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	2.7	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	8.5	21.6	11.7	12,115.8	4.4
Unknown	3.7	8.5	35.3	19.0	18,854.3	6.9
Total Teaching Positions	43.8	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	1.1	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	1.1	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	3.7	N/A
Total Out-of-Field Teachers	3.7	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/31/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	C-19 Classroom: 2: Noisy HVAC equipment.
INTERIOR: Interior Surfaces	Good	E-02 Classroom: 4: Broken ceiling tile. E-10 Classroom: 4: Carpet ripping. Gym Chair Storage : 4: Hole in outside of room. Boys East Restrooms, Girls East Restrooms: 4: Rusted hand drier cover. E-04 Classroom: 4: Stained ceiling tile. Band Room, North E Pod: 4: Stained ceiling tiles. South West Prep Halls: 4: Wall paper peeling.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	R-01 Classroom, R-02 Classroom, R-03 Classroom, R-04 Classroom: 6: Visible rodent holes around building.
ELECTRICAL: Electrical	Fair	West Girls Restroom: 7: 1 lamp missing cover. West Boys Restroom: 7: 1 lamp missing cover - 2 light bulbs out. C Northwest Pod, Girls East Restrooms: 7: 1 lamp out. Boys Restroom: 7: 1 lamp out - 1 lamp missing cover. Southwest Pod: 7: 1 recessed lamp out. Boiler Room, North Entry Way, Custodial Office / Storage, C Conference Room, Training Room, Gym Electrical Room: 7: 2 lamps out. ASB Storge / Access: 7: 2 lamps out - 2 lamps missing cover. Gym Main Court: 7: 22 light bulbs out. Library Book Storage: 7: 3 lamps out. Health Office: 7: 4 lamps out. N East Pod: 7: 4 recessed lamps out. Band Office, Boys Locker Room: 7: Lamp missing cover. Custodian Room: 7: Lamp out. C-11 Classroom: 7: Loose lamp cover. North E Roof Access / Electrical: 7: Missing box cover. E-04 Classroom, E-05 Classroom, E-09 Classroom, R-04 Classroom: 7: Missing lamp cover. Boys Coaches Restroom, Coaches Restroom: 7: Recessed lamp out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	C Conference Room: 10: Extension around teachers desk. Electrical Room: 10: IT equipment blocking access. Gym Electrical Room: 10: Room used as ladder storage. C-04 Classroom: 10: String lights in classroom. R-02 Classroom: 10: Wall covered with lose papers.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	C-05 Classroom: 14: Outdoor patio floor uneven trip hazard. Custodial Office / Storage: 15: Door sticking.

SCHOOL FACILITIES
Medea Creek Middle School provides a safe, clean environment for students, staff, and volunteers. The school was built in 1993, spans 73,000 square feet, and sits on 10 acres. School facilities include a library, a multipurpose room, two computer labs, basketball courts, and grass fields. In 2015, new roofing and new HVAC units were installed in certain buildings on campus. In the last 7 years, MCMS has upgraded campus lighting, installed new asphalt blacktops and parking lots, installed new drinking fountains, upgraded fire alarm systems, put in HVAC system in the gymnasium, repaired fields, and installed new walkways and railing around the campus. During the 2021-22 year, MCMS added six new classrooms at Medea Creek Middle School made of recycled sea containers which offer open and bright learning spaces. This project is aligned with the philosophy of OPUSD and the commitment to preservation limiting the human footprint. Continued improvement is slated throughout the campus including outdoor performance and classroom spaces.
Cleaning Process
Three full time custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe, and attractive. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.
Maintenance and Repair
Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 6-8th / Course: English Language Arts / Publisher: Prentice Hall / Adoption: 2002	Yes	0
Mathematics	Grades: 6th / Course: Mathematics / Publisher: CMP 3 / Adoption: 2018 Grades: 7-8th / Course: Mathematics / Publisher: CPM / Adoption: 2018	Yes Yes	0 0
History / Social Science	Grades: 6-8th / Course: History/Social Science / Publisher: McGraw Hill / Adoption: 2018	Yes	0
Science	Grades: 6-8th / Course: Science / Publisher: Stemscopes / Adoption: 2018	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7th / Course: Health / Publisher: Glencoe / Adoption: 2003	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	**District**	**State**
	2021-22	**2021-22**	**2021-22**
English Language Arts/Literacy (Grades 3-8 and 11)	81	81	47
Mathematics (Grades 3-8 and 11)	70	71	33
Science (Grades 5, 8, and 10)	71	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,021	996	97.55	2.45	80.52
Male	502	489	97.41	2.59	77.71
Female	516	504	97.67	2.33	83.13
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	299	293	97.99	2.01	88.40
Black or African American	13	13	100.00	0.00	38.46
Filipino	21	21	100.00	0.00	71.43
Hispanic or Latino	109	107	98.17	1.83	71.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	493	477	96.75	3.25	77.99
Two or More Races	81	80	98.77	1.23	87.50
EL Students	25	22	88.00	12.00	36.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.44	1.56	66.67
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	74	72	97.30	2.70	29.17

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,021	1,000	97.94	2.06	69.50
Male	502	492	98.01	1.99	70.12
Female	516	505	97.87	2.13	68.71
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	299	293	97.99	2.01	85.32
Black or African American	13	13	100.00	0.00	30.77
Filipino	21	21	100.00	0.00	61.90
Hispanic or Latino	109	107	98.17	1.83	55.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	493	481	97.57	2.43	63.20
Two or More Races	81	80	98.77	1.23	77.50
EL Students	25	23	92.00	8.00	26.09
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.44	1.56	58.73
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	74	73	98.65	1.35	24.66

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	350	343	98.00	2.00	71.14
Male	168	165	98.21	1.79	70.91
Female	179	175	97.77	2.23	71.43
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	103	103	100.00	0.00	81.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	174	170	97.70	2.30	65.29
Two or More Races	26	24	92.31	7.69	79.17
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	40	97.56	2.44	62.50
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	29.41

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	97	98	98	98	98

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1,087	1,049	73	7
Female	561	538	35	6.5
Male	523	508	38	7.5
Non-Binary				
American Indian or Alaska Native	1	1	1	100
Asian	319	305	8	2.6
Black or African American	14	13	1	7.7
Filipino	22	22	1	4.5
Hispanic or Latino	117	115	18	15.7
Native Hawaiian or Pacific Islander	4	4	1	25
White	526	508	36	7.1
Two or More Races	84	81	7	8.6
EL Students	42	41	6	14.6
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	137	135	18	13.3
Migrant Education	0	0	0	0
Students with Disabilities	95	94	20	21.3

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Medea Creek Middle School greatly benefits from its supportive parents who are highly involved in their students' academic success, working in partnership with the school. The school has a strong base of parent volunteers who implement many support and co-curricular activities, fundraising, campus beautification, and supplement curricular materials. Parents are also welcome to join the Parent Faculty Association (PFA) or School Site Council or may serve on a variety of district committees. The school also benefits from several community partnerships, including the Oak Park Education Foundation and local businesses. The school also sponsors community service events and activities including Abilities Awareness Week, Fall Ball, Cyber Bullying Awareness, and Big Sunday, Day of Service.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in through our Raptor Visitor Management System in the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.91	0	0.83	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.83	0
Female	0.18	0
Male	1.53	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0.94	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.71	0
Native Hawaiian or Pacific Islander	0	0
White	0.76	0
Two or More Races	0	0
EL Students	4.76	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.46	0
Migrant Education	0	0
Students with Disabilities	3.16	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.

Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.

Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	341.33

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES

It is the goal of Medea Creek Middle School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

In 2022, Medea Creek added our Wellness Program to our counseling support. Our goal is to provide preventative interventions and reduce risk factors that negatively affect our students mental health; improve access to school and community based resources and services; provide safe and supportive environments where students can discuss concerns and needs in a confidential, nonjudgmental space.

Oak Park Unified is a Challenge Success district which keeps the social and emotional health of students as a priority. Our skilled counseling and support staff work collaboratively to ensure the students' well being is as nurtured as their academic needs.

Medea Creek Middle School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Medea Creek Middle School continues to offer differentiated instruction to meet specific student needs. Providing a level of instruction geared to each student's needs ensures all students are allowed the opportunity to reach their full potential.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement.

Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom.

Medea Creek Middle School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Learning Centers, reading and math intervention classes, fluid grouping in Language Arts and Math are some of the ways Medea Creek Middle School works to reach these students and help them meet grade level standards.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. An instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The district utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

Oak Park Unified School District offers a very progressive program for its Special Education students. A district inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
6th	29	29	29	16	10	9	46	50	47	19	12	11
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	28	27	28	2	3	4	18	22	21	5	2	1
Mathematics	28	26	27	5	4	9	17	21	16	5	2	2
Science	30	29	28	1		4	16	21	21	7	3	1
Social Science	30	29	28	1	1	2	18	20	22	5	3	

DISTRICT REVENUE SOURCES

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 9,525
School: From Supplemental/Restricted Sources	$ 3,559
School: From Basic/Unrestricted Sources	$ 7,744
District: From Basic/Unrestricted Sources	$ 10,069
Percentage of Variation between School & District	-23.09 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	17.44 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	**State**
Beginning Teachers	$ 51,659	$ 48,503
Mid-Range Teachers	$ 81,698	$ 74,912
Highest Teachers	$ 112,845	$ 100,321
Elementary School Principals	$ 128,472	$ 122,160
Middle School Principals	$ 130,506	$ 127,632
High School Principals	$ 152,869	$ 137,578
Superintendent	$ 237,700	$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 89,529
District	$ 90,257
Percentage of Variation between School & District	-0.81 %
All Similar School Districts	$ 79,175
Percentage of Variation between School & State	13.08 %

Oak Park Unified School District

Oak Park High

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Mat McClenahan
mmcclenahan@opusd.org

SCHOOL INFORMATION
56738745630132
899 Kanan Road
Oak Park, CA 91377
(818) 735-3300
https://www.oakparkusd.org/Domain/162

SUPERINTENDENT
Jeff Davis Ed.D.
jdavis@opusd.org

DISTRICT INFORMATION
Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3200

BOARD OF EDUCATION
Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION
Jeff Davis, Ed.D.
Superintendent
jdavis@opusd.org
Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
- DISTRICT MOTTO
Educating compassionate and creative global citizens.
- DISTRICT MISSION
To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.
- DISTRICT VISION
Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE
Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	46.4
Male	53.4
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	24
Black or African American	1.1
Filipino	2
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.1
White	55.6
Two or More Races	5
EL Students	1.1
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	12.8
Migrant Education	
Students with Disabilities	4.8

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
9th	373
10th	367
11th	327
12th	360
Total	1,427

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.4	82.8	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.9	3.0	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.9	4.6	21.6	11.7	12,115.8	4.4
Unknown	6.1	9.6	35.3	19.0	18,854.3	6.9
Total Teaching Positions	64.5	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	1.9	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	1.9	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	2.9	N/A
Total Out-of-Field Teachers	2.9	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/17/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Foyer Boys Restroom, Gym Foyer Girls Restroom: 2: Exhaust not working.
INTERIOR: Interior Surfaces	Good	C BookStore Storage: 4: Broken ceiling tile. Gym Boys Lockers: 4: Door sticking to threshold. Classroom B-03: 4: Epoxy floor peeling off. G electrical room: 4: Hole in Back wall. Classroom H-02: 4: Loose baseboard - missing one lamp cover. Classroom H-08: 4: Loose ceiling tiles. R 16 - A office: 4: Missing lamp cover. Classroom G-08, Classroom H-16: 4: Stained ceiling tile. Admin Main Lobby, Band Storage, Classroom E-03, Classroom G-06, Classroom R-16: 4: Stained ceiling tiles. R-16 C Conference: 4: Torn carpet. Foyer Café
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	E - Admin Yard: 5: Needs cleaning. Baseball Field: 6: Visible vermin nest on hillside.
ELECTRICAL: Electrical	Fair	Classroom B-01 Choir Room: 7: Eight Light bulbs out - Broken outlet cover. Classroom H-06: 7: Eleven light bulbs out. G Electrical Room, Classroom G-02: 7: Four lamps out. Classroom H-09, Classroom H-02, Classroom H-04, Classroom H-05: 7: Four light bulbs out. C-01 Woodshop: 7: Missing 1 light bulb. Classroom G-07, Classroom R-17: 7: One lamp out. Classroom H-07: 7: One lamp out - Four lamps flickering. Classroom H-08: 7: Six light bulbs out. North Corridor, Girls Restroom, Classroom G-05: 7: Three lamps out. Classroom B-02 Band Room: 7: Three light bulbs out. Classroom G-01: 7: Two lamps out. Boys Restroom, South Teachers Lounge, Classroom H-10: 7: Two lamps out - Four light bulbs out. Classroom C-09 Ceramics Room: 7: Two light bulbs out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	Pavilion Main Room: 10: Emergency lights not working. Classroom C-03, Classroom E-02, Classroom H-09: 10: String lights in classroom.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom C-09 Ceramics Room: 15: Rear door sticks to threshold.

SCHOOL FACILITIES

Oak Park High School, built in 1981, provides a safe, clean environment for students, staff and volunteers. The school sits on 48 acres. School facilities include an Activities/Performing Arts building ("Pavilion"), a gymnasium, recently refurbished athletic facilities, a multipurpose room, a film presentation room, and two computer labs.

Oak Park High School has completed extensive facilities modernization with funding from Measure R and S facilities bonds. Campus upgrades are too numerous to list here, but new classroom buildings have been added and all buildings have been modernized. The main upgrades include an energy management system along with HVAC and new “cool roofs” all throughout campus along with other energy-saving installations including solar panels, EV chargers, LED lighting, and drought tolerant landscaping. Athletic facilities upgrades include a new turf athletic field (2021), a new running track, gym upgrades, boys and girls locker rooms, field house, and baseball and softball field improvements. Parking upgrades include resurfacing and re-striping. A surveillance system has been added that includes 80+ cameras throughout campus as well as strategic security fencing.

All classrooms have been completely modernized. The multi-use Pavilion building serves as a home for our visual and performing arts classes and provides expanded food services and indoor lunch seating for our student body. Recently installed are the seven net-zero classrooms designed and made from recycled shipping containers. Joint-use agreements between OPUSD and local sports organizations have allowed for the installation of an all-weather turf field and outdoor basketball courts.

Cleaning Process

Five full-time custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe and attractive. When necessary, the District takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 10th / Course: English Language Arts Anthology / Publisher: Prentice Hall / Adoption: 2006 Grades: 11th / Course: English Language Arts Anthology / Publisher: Prentice Hall / Adoption: 2006 Grades: 11th / Course: English Language Arts / Publisher: Bedford Freeman & Worth / Adoption: 2016 Grades: 11th / Course: English Language Arts / Publisher: Norton / Adoption: 2021 Grades: 12th / Course: English AP / Publisher: Prentice Hall / Adoption: 2006	Yes Yes Yes Yes Yes	0 0 0 0 0
Mathematics	Grades: 9th-10th / Course: Algebra I / Publisher: McGraw Hill / Adoption: 2015 Grades: 9th-12th / Course: Geometry / Publisher: McGraw Hill / Adoption: 2015 Grades: 9th-12th / Course: Algebra II / Publisher: McGraw Hill / Adoption: 2015 Grades: 10th-12th / Course: Math Analysis / Publisher: Cengage / Adoption: 2014 Grades: 11th-12th / Course: Finite Math / Publisher: Wiley / Adoption: 2015 Grades: 10th-12th / Course: Calculus / Publisher: Cengage / Adoption: 2014 Grades: 11th-12th / Course: Statistics / Publisher: Cengage / Adoption: 2022	Yes Yes Yes Yes Yes Yes Yes	0 0 0 0 0 0 0
History / Social Science	Grades: 9th / Course: Geography / Publisher: McGraw Hill / Adoption: 2006 Grades: 10th / Course: World History / Publisher: Savvas / Adoption: 2022 Grades: 11th / Course: US History AP / Publisher: Prentice Hall / Adoption: 2006 Grades: 11th / Course: US History CP/H / Publisher: Cengage / Adoption: 2016 Grades: 12th / Course: US Government CP / Publisher: Pearson / Adoption: 2018 Grades: 12th / Course: US Government AP / Publisher: Cengage / Adoption: 2015 Grades: 12th / Course: Economics CP / Publisher: Pearson / Adoption: 2022 Grades: 12th / Course: Economics AP / Publisher: Bedford Freeman & Worth / Adoption: 2016	Yes Yes Yes Yes Yes Yes Yes Yes	0 0 0 0 0 0 0 0
Science	Grades: 9th-12th / Course: Science Lab - Notebook / Publisher: Holt Rinehart Winston / Adoption: 2007 Grades: 10th-11th / Course: Biology CP/H / Publisher: McGraw Hill / Adoption: 2007 Grades: 10th-11th / Course: Biology AP / Publisher: McGraw Hill / Adoption: 2015 Grades: 11th -12th / Course: Chemistry CP / Publisher: Houghton Mifflin / Adoption: 2007 Grades: 11th -12th / Course: Chemistry H / Publisher: McGraw Hill / Adoption: 2007 Grades: 11th -12th / Course: Chemistry AP / Publisher: Pearson / Adoption: 2015 Grades: 11th-12th / Course: Physics / Publisher: Prentice Hall / Adoption: 2007 Grades: 11th-12th / Course: Environmental Science / Publisher: Pearson / Adoption: 2020 Grades: 11th-12th / Course: Anatomy & Physiology / Publisher: Pearson / Adoption: 2011	Yes Yes Yes Yes Yes Yes Yes Yes Yes	0 0 0 0 0 0 0 0 0
Foreign Language	Grades: 9th-12th / Course: American Sign Language I-IV / Publisher: Dawnsignpress / Adoption: 2022 Grades: 9th-12th / Course: Chinese I / Publisher: Cheng and Tsui Company / Adoption: 2007 Grades: 9th-12th / Course: Chinese II / Publisher: Cheng and Tsui Company / Adoption: 2013 Grades: 9th-12th / Course: Chinese III / Publisher: Cheng and Tsui Company / Adoption: 2009 Grades: 9th-12th / Course: Chinese AP / Publisher: Cheng and Tsui Company / Adoption: 2010 Grades: 9th-12th / Course: French I / Publisher: Houghton Mifflin Harcourt / Adoption: 2019 Grades: 9th-12th / Course: French II / Publisher: Houghton Mifflin Harcourt / Adoption: 2020 Grades: 10th-12th / Course: French III / Publisher: Vista Higher Learning / Adoption: 2022 Grades: 11th-12th / Course: French AP / Publisher: Longman Publishing Group / Adoption: 2009 Grades: 11th-12th / Course: French AP / Publisher: Pearson / Adoption: 2015 Grades: 11th-12th / Course: French AP / Publisher: McGraw Hill / Adoption: 2008 Grades: 9th-12th / Course: Spanish I-III / Publisher: Vista Higher Learning / Adoption: 2016 Grades: 11th-12th / Course: Spanish AP / Publisher: Vista Higher Learning / Adoption: 2019 Grades: 11th-12th / Course: Spanish AP / Publisher: Vista Higher Learning / Adoption: 2022	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 9th / Course: Health / Publisher: McGraw Hill / Adoption: 2014	Yes	0
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	82	81	47
Mathematics (Grades 3-8 and 11)	64	71	33
Science (Grades 5, 8, and 10)	70	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	322	313	97.20	2.80	82.43
Male	188	184	97.87	2.13	78.80
Female	133	129	96.99	3.01	87.60
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	78	78	100.00	0.00	89.74
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	85.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	183	176	96.17	3.83	80.68
Two or More Races	14	13	92.86	7.14	53.85
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.92	4.08	85.11
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	12	10	83.33	16.67	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	322	312	96.89	3.11	64.42
Male	188	184	97.87	2.13	67.93
Female	133	128	96.24	3.76	59.38
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	78	78	100.00	0.00	85.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	48.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	183	175	95.63	4.37	58.86
Two or More Races	14	13	92.86	7.14	46.15
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	46	93.88	6.12	50.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	12	10	83.33	16.67	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	641	597	93.14	6.86	69.68
Male	363	338	93.11	6.89	66.86
Female	276	258	93.48	6.52	73.26
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	151	147	97.35	2.65	84.35
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	71	66	92.96	7.04	59.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	368	338	91.85	8.15	66.27
Two or More Races	29	25	86.21	13.79	56.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	82	90.11	9.89	50.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	18	13	72.22	27.78	7.69

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	99.32
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	81.4

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	36
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	10.1
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

Currently, OPHS offers six Career Technical Education (CTE) pathways. Four additional pathways are in development. The California Career Pathways Grant provided necessary funding for essential equipment, digital curriculum, teacher and program development, and professional development conferences. These pathways will be incorporated into existing courses offered at OPHS and will introduce new classes. One goal of the pathways is to include a "capstone" course that articulates with local colleges or universities.

Design, Visual, and Media Art Pathway is comprised of aesthetic theory, art history and art design that incorporates technology. Critical components of the pathway include the combination of content-area topics that are aligned with industry standards along with with an understanding of the historical development of the field. These courses require industry-standard computers and software applications with hi-speed and large volume bandwidth networks. Project-based assessments are the foundation of the pathway and include digital artwork, photographs and short films. These courses are UC approved and provide skills that allow students to transition to the workforce without a college degree or pursue further studies in the field. Industry professionals speak to the classes and advise the students about career opportunities.

Our Computer Science and Information Systems Pathway utilizes a modern computer lab with current software. The courses in this pathway provide digital curriculum developed by the teacher and the software application designers. The students interact through digital methods or in person with the instructor. The classes are within the regular daily schedule. Assessments include industry certification exams, submitted projects, quizzes and other exams and projects. College field trips and representative visits, guest speakers, and collaborations with industry representatives are incorporated within the instruction to support the students' goals. Partnerships with local industry and the community include Workforce Investment Board, Department of Employment Development, Navy Base-Ventura County, HAAS Automation, Manufacturing Roundtable of Ventura County, and Los Robles Regional Medical Center.

The Engineering and Design Pathway is designed to prepare students for an engineering career. The class includes whole group lectures, lab and design challenges, and online curriculum. No specific technical pre-requisites are necessary for students to enroll and the curriculum is designed by Project Lead the Way. The completion of the pathway will increase opportunities for students to access to Cal Poly Pomona's Engineering program and possible other university programs in the future. An AP Engineering course and exam may be offered in the future. Students were introduced to the program through the Incoming Freshman meetings held at the middle school and through the counseling department. The class meets with the instructor four days a week for one hour. Partnerships with the local engineering companies and consultants are being established in addition to a current relationship with Jet Propulsion Laboratories (JPL).

Additional pathways under development are Stage Production and Managerial Arts, Residential and Commercial Construction, and Engineering Technology. OPHS has partnered with CSU Northridge to offer an Introduction to Engineering course. Students with a 3.0 GPA may register for this 8th period course taught by an OPHS faculty member. Upon successful completion of this course, students can earn 2 CSU credits. This course is part of the Accelerated Coursework in Computer Science and Engineering for Student Success program (ACCESS). A partnership with Ventura County Community Colleges (VCCC) involves the Architecture Drafting and Cabinetmaking and Millwork classes. Two semesters at OPHS is equivalent to one semester at Ventura College. These courses are project based and taught by a credentialed teacher with many years of industry experience. Each course provides an introduction to the program and possible career opportunities. These courses are part of the standard school day with 95 minute classes.

The Regional Occupational Program (ROP) is a program through the Ventura County Office of Education (VCOE) for career education classes. Junior, Senior or students 16 years or older, may be enrolled in ROP. The students are enrolled in their regularly scheduled class and the instructor registers the students in ROP. This program currently funds $30,000 to OPHS. Five classes are eligible for this program, Athletic Training I, II, III, Stagecraft, and Wood I/II.

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	96	97	98	97	98

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM
Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1,473	1,441	97	6.7
Female	685	669	44	6.6
Male	785	769	53	6.9
Non-Binary				
American Indian or Alaska Native	3	2	0	0
Asian	346	343	9	2.6
Black or African American	17	16	1	6.3
Filipino	29	29	0	0
Hispanic or Latino	175	172	16	9.3
Native Hawaiian or Pacific Islander	2	2	0	0
White	828	804	66	8.2
Two or More Races	72	72	5	6.9
EL Students	16	15	1	6.7
Foster Youth	1	1	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	207	202	14	6.9
Migrant Education	0	0	0	0
Students with Disabilities	75	73	10	13.7

DROPOUT AND GRADUATION RATES
The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.6	0.0	0	98.8	98.3	99.4
District	0.5	0.5	0.2	96.8	95.8	98.3
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	358	356	99.4
Female	162	160	98.8
Male	195	195	100
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0
Asian	78	77	98.7
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	45	45	100
Native Hawaiian or Pacific Islander	0	0	0
White	208	207	99.5
Two or More Races	15	15	100
EL Students	--	--	--
Foster Youth	0	0	0
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	69	68	98.6
Migrant Education	0	0	0
Students with Disabilities	21	21	100

DROPOUT PREVENTION
In order to reduce the rate of student dropouts, Oak Park High School (OPHS) closely monitors students' interim course progress to facilitate early intervention when needed. OPHS continues to develop instructional alternatives for students experiencing personal and academic difficulties. Oak Park High School and Oak Park Unified School District offer the following interventions: Student Study Team (SST), Math and Science peer tutoring, academic support time built into course blocks, and intervention classes. Students also have the option to enroll in Oak Park Independent School or Oak View High School.

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Parents and community members are very supportive of the educational program at Oak Park High School. Parents and the community participate in School Site Council, the Parent/Faculty Association(PFA), Athletic and Performing Arts Boosters. OPHS parents are represented on various other school and district committees including the School Site Council, Community Engagement Committee, the Municipal Advisory Council, Environmental Awareness Committee, the Diversity and Equity Task Force, Curriculum Council, LCAP Committee, and our most recent WASC Self-Study Focus Groups.
Oak Park High School enjoys many partnerships in the community and generous donations. These partnerships include the Oak Park Education Foundation and various organizations that support youth development programs and school clubs and other extracurricular activities.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in at the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates

	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	1.1	0.34	0.41	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group

2021-22	Suspensions	Expulsions
All Students	0.41	0
Female	0	0
Male	0.76	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.57	0
Native Hawaiian or Pacific Islander	0	0
White	0.48	0
Two or More Races	1.39	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0.48	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT
All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.
Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.
Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	**2021-22**	**2022-23**
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	285.4

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.2

COUNSELING AND SUPPORT SERVICES

It is the goal of Oak Park High School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

Oak Park High School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. Oak Park High School offers a range of Advanced Placement and Honors courses for its GATE and accelerated students, in addition to extensive elective offerings in the visual and performing arts and career and technical pathways.

Oak Park High School offers assistance and specialized instruction to students with special needs. The school offers all students a daily academic support period, which can be used to work with teachers on a one-on-one or small-group basis. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) for two periods each day. Instructional aides are available to provide additional support to English learners in core subject areas. The District utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

Oak Park High School recently opened a Wellness Center (2022) staffed by a counselor with a PPS credential. This is a space for students who need a calming environment on campus and/or need additional information to better access instruction.

Oak Park High School also has a counselor dedicated to college and career. They are responsible for coordinating all aspects of the college application process with the other school counselors, students, and parents.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	29	29	28	9	7	11	15	25	23	32	21	20
Mathematics	24	24	25	25	18	19	24	27	21	15	17	20
Science	28	29	26	6	5	18	30	19	23	12	20	16
Social Science	29	28	29	6	6	6	20	18	18	21	19	20

ADVANCED PLACEMENT

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	5
Fine and Performing Arts	4
Foreign Language	3
Mathematics	8
Science	8
Social Science	11
Totals	39
Percent of Students in AP Courses	35.2

DISTRICT REVENUE SOURCES

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 10,140
School: From Supplemental/Restricted Sources	$ 5,214
School: From Basic/Unrestricted Sources	$ 8,260
District: From Basic/Unrestricted Sources	$ 10,069
Percentage of Variation between School & District	-17.97 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	25.27 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	**State**
Beginning Teachers	$ 51,659	$ 48,503
Mid-Range Teachers	$ 81,698	$ 74,912
Highest Teachers	$ 112,845	$ 100,321
Elementary School Principals	$ 128,472	$ 122,160
Middle School Principals	$ 130,506	$ 127,632
High School Principals	$ 152,869	$ 137,578
Superintendent	$ 237,700	$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 91,492
District	$ 90,257
Percentage of Variation between School & District	1.37 %
All Similar School Districts	$ 79,175
Percentage of Variation between School & State	15.56 %

Oak Park Unified School District

Oak View High

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Kent Cromwell
kcromwell@opusd.org

SCHOOL INFORMATION
56738745630199
5701 Conifer Street
Oak Park, CA 91377
(818) 735-3217
https://www.oakparkusd.org/Domain/630

SUPERINTENDENT
Jeff Davis Ed.D.
jdavis@opusd.org

DISTRICT INFORMATION
Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3200

BOARD OF EDUCATION
Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION
Jeff Davis, Ed.D.
Superintendent
jdavis@opusd.org
Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
- DISTRICT MOTTO
Educating compassionate and creative global citizens.
- DISTRICT MISSION
To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.
- DISTRICT VISION
Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE
Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.
The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	41.4
Male	58.6
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	6.9
Filipino	
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	
White	72.4
Two or More Races	3.4
EL Students	
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	37.9
Migrant Education	
Students with Disabilities	13.8

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
9th	1
10th	6
11th	6
12th	16
Total	29

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.3	74.7	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	25.0	21.6	11.7	12,115.8	4.4
Unknown	0.0	0.0	35.3	19.0	18,854.3	6.9
Total Teaching Positions	3.2	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.8	N/A
Total Out-of-Field Teachers	0.8	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	09/26/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES
Oak View High School provides a safe, clean environment for students, staff and volunteers. The school was built in 1982 and includes three classrooms and an administrative office. Students have access to the library at Oak Park High School.
The facility strongly supports teaching and learning through its ample classroom and recreation space and a staff resource room. During the summer of 2015, renovations included: repainting, re-carpeting, and refurnishing all classrooms and the administration office.
Cleaning Process
Oak View High School has one part time custodian that the principal works with everyday to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community.
Maintenance and Repair
Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS
A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: 9th-12th / Course: English Language Arts / Publisher: Writer's Inc. / Adoption: 2015	Yes	0
Mathematics	Grades: 9th-12th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2014	Yes	0
History / Social Science	Grades: 9th-12th / Course: Social Science/History / Publisher: Glencoe / Adoption: 2002 Grades: 9th-12th / Course: Social Science/History / Publisher: Prentice Hall / Adoption: 2002	Yes Yes	0 0
Science	Grades: 9th-12th / Course: Science / Publisher: Holt Rinehart & Winston / Adoption: 1998 Grades: 9th-12th / Course: Science / Publisher: Houghton Mifflin Harcourt / Adoption: 2000 Grades: 9th-12th / Course: Science / Publisher: Prentice Hall / Adoption: 1998 Grades: 9th-12th / Course: Science / Publisher: Glencoe / Adoption: 2000	Yes Yes Yes Yes	0 0 0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	**District**	**State**
	2021-22	**2021-22**	**2021-22**
English Language Arts/Literacy (Grades 3-8 and 11)	60	81	47
Mathematics (Grades 3-8 and 11)	20	71	33
Science (Grades 5, 8, and 10)	39	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	11	10	90.91	9.09	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	11	10	90.91	9.09	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	24	18	75.00	25.00	38.89
Male	15	12	80.00	20.00	33.33
Female	--	--	--	--	--
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	19	13	68.42	31.58	38.46
Two or More Races	--	--	--	--	--
EL Students	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	100
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	0

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	10
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

It is the goal of Oak View High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. Oak View High School has partnered with Ventura County Innovates to offer four additional education to career courses including: Digital Imaging Heat Transfer, Child Development, Film and TV Makeup Artist and Emergency Medicine. Oak View High School received a grant of $30,000 to help start these courses. Oak View fosters curriculum and instructional strategies that establish critical thinking, problem solving, leadership and academic skills. All students have access to Ventura County Innovate Courses held at the Moorpark and Camarillo campuses.

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9th	N/A	N/A	N/A	N/A	N/A

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	44	42	17	40.5
Female	17	16	8	50
Male	27	26	9	34.6
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	3	3	2	66.7
Filipino	0	0	0	0
Hispanic or Latino	7	6	3	50
Native Hawaiian or Pacific Islander	0	0	0	0
White	33	32	12	37.5
Two or More Races	1	1	0	0
EL Students	0	0	0	0
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	14	14	6	42.9
Migrant Education	0	0	0	0
Students with Disabilities	11	10	6	60

DROPOUT AND GRADUATION RATES
The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.0	10.0	7.1	78.9	70.0	85.7
District	0.5	0.5	0.2	96.8	95.8	98.3
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	12	85.7
Female	--	--	--
Male	--	--	--
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0
White	11	9	81.8
Two or More Races	--	--	--
EL Students	--	--	--
Foster Youth	0	0	0
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	--	--	--
Migrant Education	0	0	0
Students with Disabilities	--	--	--

DROPOUT PREVENTION
In order to reduce the rate of student dropouts, Oak View High School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Oak View High School and Oak Park Unified School District offer the following interventions: counseling, meetings with parents, and SARB.

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Parents and community members are very supportive of the educational program at Oak View High School. Parents and the community participate in the School Site Council.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in at the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	19.61	0	15.91	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	15.91	0
Female	11.76	0
Male	18.52	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	9.09	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	14.29	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT
All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.
Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.
Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	58

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES
It is the goal of Oak View High School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The school counselor provides academic, career, and personal counseling and support services.
Oak View High School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.
Oak View High School offers assistance and specialized instruction to students with special needs. The school staff offers students daily academic support, in addition to small class sizes that provide more time to work one-on-one with teachers. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency.
Oak Park Unified School District offers a very progressive program for its Special Education students. A district inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.
The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	13	11	10	2	2	2						
Mathematics	7	7	5	3	2	2						
Science	9	6	7	2	2	2						
Social Science	13	14	9	3	2	4						

ADVANCED PLACEMENT
Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES
In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:
- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES
The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.
For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 28,138
School: From Supplemental/Restricted Sources	$ 201
School: From Basic/Unrestricted Sources	$ 24,811
District: From Basic/Unrestricted Sources	$ 10,069
Percentage of Variation between School & District	146.41 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	276.27 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	**State**
Beginning Teachers	$ 51,659	$ 48,503
Mid-Range Teachers	$ 81,698	$ 74,912
Highest Teachers	$ 112,845	$ 100,321
Elementary School Principals	$ 128,472	$ 122,160
Middle School Principals	$ 130,506	$ 127,632
High School Principals	$ 152,869	$ 137,578
Superintendent	$ 237,700	$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 99,074
District	$ 90,257
Percentage of Variation between School & District	9.77 %
All Similar School Districts	$ 79,175
Percentage of Variation between School & State	25.13 %

Oak Park Unified School District

Oak Park Independent

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Kent Cromwell
kcromwell@opusd.org

SCHOOL INFORMATION
56738745630256
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3260
https://www.oakparkusd.org/Domain/1068

SUPERINTENDENT
Jeff Davis Ed.D.
jdavis@opusd.org

DISTRICT INFORMATION
Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
(818) 735-3200

BOARD OF EDUCATION
Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION
Jeff Davis, Ed.D.
Superintendent
jdavis@opusd.org
Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
- DISTRICT MOTTO
Educating compassionate and creative global citizens.
- DISTRICT MISSION
To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.
- DISTRICT VISION
Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE
Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.
The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	52.1
Male	47.9
Non-Binary	
American Indian or Alaska Native	0.4
Asian	10.8
Black or African American	7.5
Filipino	1.3
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	
White	56.3
Two or More Races	7.9
EL Students	0.8
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	10.8
Migrant Education	
Students with Disabilities	3.3

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
K	5
1st	10
2nd	7
3rd	7
4th	13
5th	10
6th	16
7th	16
8th	25
9th	21
10th	22
11th	45
12th	43
Total	240

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.1	11.1	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.1	88.8	21.6	11.7	12,115.8	4.4
Unknown	0.0	0.0	35.3	19.0	18,854.3	6.9
Total Teaching Positions	10.3	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	9.1	N/A
Total Out-of-Field Teachers	9.1	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/17/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Classroom 03: 15: Missing door closer.

SCHOOL FACILITIES

Oak Park Independent School provides a safe and clean environment for students, staff, and volunteers. All of our classrooms are housed on the Oak Park Unified School District office campus. In the summer of 2014, Oak Park Independent School added five new buildings, three are being used for classroom teaching, one is being used for dry and wet labs, and one is our administration office.

The campus is located next to a park with rolling hills, plenty of trees and two sets of equipment for children to play on. We also have added a nice patio area for students to enjoy lunch and/or tutoring sessions.

This campus is a wonderful place for students to come and learn and where they can feel they have their own dedicated space for Oak Park Independent School.

Cleaning Process

Custodial staff for the host school ensures classrooms, restrooms and campus grounds are kept clean, safe and attractive. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-5th / Course: English Language Arts / Publisher: Savvas / Adoption: 2022 Grades: 6th-8th / Course: English Language Arts / Publisher: Prentice Hall / Adoption: 2002 Grades: 9th-12th / Course: English Language Arts / Publisher: Writer's Inc. / Adoption: 2015	Yes Yes Yes	0 0 0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2014 Grades: 6th-8th / Course: Mathematics / Publisher: Glencoe / Adoption: 2001 Grades: 9th-12th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt / Adoption: 2014	Yes Yes Yes	0 0 0
History / Social Science	Grades: K-5th / Course: Social Science/History / Publisher: Harcourt / Adoption: 1999 Grades: 6th-8th / Course: Social Science/History / Publisher: McDougal Littell / Adoption: 2006 Grades: 9th-12th / Course: Social Science/History / Publisher: Glencoe / Adoption: 2002 Grades: 9th-12th / Course: Social Science/History / Publisher: Prentice Hall / Adoption: 2002	Yes Yes Yes Yes	0 0 0 0
Science	Grades: K-5th / Course: Science / Publisher: Houghton Mifflin Harcourt / Adoption: 2014 Grades: 6th-8th / Course: Science / Publisher: Prentice Hall / Adoption: 2000 Grades: 9th-12th / Course: Science / Publisher: Holt Rinehart & Winston / Adoption: 1998 Grades: 9th-12th / Course: Science / Publisher: Houghton Mifflin Harcourt / Adoption: 2000 Grades: 9th-12th / Course: Science / Publisher: Prentice Hall / Adoption: 1998 Grades: 9th-12th / Course: Science / Publisher: Glencoe / Adoption: 2000	Yes Yes Yes Yes Yes Yes	0 0 0 0 0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A
Science Laboratory Materials	N/A	N/A	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value “N/T” indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	69	81	47
Mathematics (Grades 3-8 and 11)	63	71	33
Science (Grades 5, 8, and 10)	63	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	124	49	39.52	60.48	69.39
Male	52	23	44.23	55.77	73.91
Female	72	26	36.11	63.89	65.38
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	3	27.27	72.73	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	8	38.10	61.90	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	71	27	38.03	61.97	66.67
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	5	25.00	75.00	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	124	48	38.71	61.29	62.50
Male	52	22	42.31	57.69	59.09
Female	72	26	36.11	63.89	65.38
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	3	27.27	72.73	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	8	38.10	61.90	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	71	26	36.62	63.38	61.54
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	4	20.00	80.00	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	118	35	29.66	70.34	62.86
Male	53	20	37.74	62.26	70.00
Female	65	15	23.08	76.92	53.33
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	2	18.18	81.82	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	22	8	36.36	63.64	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	72	19	26.39	73.61	63.16
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	5	29.41	70.59	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

COLLEGE ENTRANCE REQUIREMENTS

- University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

- California State University (CSU)

Eligibility for admission to the CSU is determined by the three factors of specific high school courses, grades in specified courses and test scores, and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

UC/CSU COURSE COMPLETION

Students are encouraged to take University of California/California State University courses if they plan to attend a four-year university. All students must pass each course with a grade of "C" or better each semester.

UC/CSU Course Enrollment	
Students Enrolled in Courses Required for UC/CSU Admission 2021-22	95.45
Graduates Who Completed All Courses Required for UC/CSU Admission 2020-21	43.24

CAREER TECHNICAL EDUCATION PARTICIPATION

This table displays information about participation in the school's Career Technical Education (CTE) programs.

2021-22 Career Technical Education Participation	
How many of the school's pupils participated in CTE programs?	20
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

CAREER TECHNICAL EDUCATION PROGRAMS

The school's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at the school direct efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100
7th	100	100	100	100	100
9th	100	93	93	93	93

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	286	270	9	3.3
Female	158	147	4	2.7
Male	128	123	5	4.1
Non-Binary				
American Indian or Alaska Native	1	1	0	0
Asian	31	30	1	3.3
Black or African American	22	20	0	0
Filipino	4	4	0	0
Hispanic or Latino	44	41	2	4.9
Native Hawaiian or Pacific Islander	0	0	0	0
White	161	151	6	4
Two or More Races	23	23	0	0
EL Students	3	3	1	33.3
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	37	35	3	8.6
Migrant Education	0	0	0	0
Students with Disabilities	15	15	2	13.3

DROPOUT AND GRADUATION RATES

The chart displays dropout and graduation rates for the most recent three-year period.

Dropout and Graduation Rates						
	Dropout Rates			Graduation Rates		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.0	0.0	0	89.1	87.5	94
District	0.5	0.5	0.2	96.8	95.8	98.3
State	8.9	9.4	7.8	84.2	83.6	87.0

Graduation Rates by Student Group			
2021-22	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	50	47	94
Female	29	26	89.7
Male	21	21	100
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0
White	34	32	94.1
Two or More Races	--	--	--
EL Students	--	--	--
Foster Youth	0	0	0
Homeless	--	--	--
Military			
Socioeconomically Disadvantaged	--	--	--
Migrant Education	0	0	0
Students with Disabilities	--	--	--

DROPOUT PREVENTION
In order to reduce the rate of student dropouts, Oak Park Independent School continues to develop instructional alternatives for students experiencing personal and academic difficulties. Oak Park Independent School and Oak Park Unified School District offer the following interventions: counseling and parent meetings.

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
Oak Park Independent School greatly benefits from its supportive parents who serve on the School Site Council. The school has a strong base of parent volunteers who transport students to field learning experiences. Parents are also welcome to join school events.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY
Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in at the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, recess, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.
A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.
During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.
School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	0	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0	0
Migrant Education	0	0
Students with Disabilities	0	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.

Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.

Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	480

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES
It is the goal of Oak Park Independent School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or, handling peer pressure. The school counselor provides, academic, career, and personal counseling and support services.
Oak Park Independent School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level.
The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.
Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement. Portfolios of student work, test results, interviews, parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career.
Oak Park Independent School is designed to work with students and parents who are motivated to maintaining a quality education within an independent study structure. Teachers will work with students to ensure they meet grade level standards. Students who require additional assistance may be referred back to their neighborhood school. The school staff offers students weekly academic support in a one-on-one setting.
Oak Park Unified School District offers a very progressive program for its Special Education students. A District inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.
The District is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resources specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the District are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K		3	5		3	2						
1st		4	7		3	2						
2nd		2	6		1	2						
3rd	2	2	7	2	5	2						
4th	2	3	4	2	3	6						
5th	2	4	4	2	5	4						
6th	4	2	5	15	17	15						
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	4	6	7	28	32	21						
Mathematics	2	3	4	40	51	37						
Science	3	5	5	32	35	51						
Social Science	4	6	6	26	30	26			1			

ADVANCED PLACEMENT
Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
2021-22	Number of Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Totals	0
Percent of Students in AP Courses	0

DISTRICT REVENUE SOURCES
In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:
- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 7,537
School: From Supplemental/Restricted Sources	$ 1,251
School: From Basic/Unrestricted Sources	$ 5,312
District: From Basic/Unrestricted Sources	$ 10,069
Percentage of Variation between School & District	-47.24 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	-19.44 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	**State**
Beginning Teachers	$ 51,659	$ 48,503
Mid-Range Teachers	$ 81,698	$ 74,912
Highest Teachers	$ 112,845	$ 100,321
Elementary School Principals	$ 128,472	$ 122,160
Middle School Principals	$ 130,506	$ 127,632
High School Principals	$ 152,869	$ 137,578
Superintendent	$ 237,700	$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	$ 90,214
District	$ 90,257
Percentage of Variation between School & District	-0.05 %
All Similar School Districts	$ 79,175
Percentage of Variation between School & State	13.94 %

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT/ ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT PLAN**

ACTION

ISSUE: Shall the Board of Education approve Brookside's School Plan for Student Achievement /Additional Targeted Support and Improvement Plan?

BACKGROUND: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by Every Student Succeeds Act (ESSA).

ESSA requires state educational agencies to determine school eligibility for additional targeted support and improvement (ATSI). Schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. This plan must include a comprehensive needs assessment and be approved by the Board of Education before the first day of the 2023-2024 school year.

This plan was developed in collaboration with the Brookside School Site Council (SSC) and will be annually reviewed. It includes a budget and planned goals using evidence-based programs and instructional strategies and will be updated periodically to reflect changing needs and priorities.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy BP 0420- School Plans/Site Councils
The Governing Board believes that comprehensive planning is necessary at each school in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

GOAL: In Support of OPUSD Goals:
Goal 1. Identify additional academic assistance opportunities, in-person and online, for all students.
Goal 4. Maintain a sustainable planning and budgeting process collaborating with all groups.

ALTERNATIVES: 1. Approve the School Plan for Student Achievement/Additional Targeted Support and Improvement plan for Brookside Elementary School.
2. Do not approve the School Plan for Student Achievement/Additional Targeted Support and Improvement plan for Brookside Elementary School.

RECOMMENDATION: Alternative #1

Prepared by: Tammy Herzog, Assistant Superintendent Educational Services

Respectfully submitted,

_____
Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brookside Elementary School	56 73874 6055677	June 16, 2023	June 20, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Improved Attendance Plan included in Goal #3

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Brookside Elementary School will meet ESSA requirements to support academic achievement so that all students demonstrate proficiency on the State's academic standards and California Dashboard indicators, paying particular attention to our lowest-achieving students. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and indicators related to academic achievement as defined in the Dashboard.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The LCAP Survey was conducted to gather feedback on areas of importance from participants, including 139 Brookside Parents and 37 Brookside Staff Members, with a total of 787 responses district-wide. Participants were asked to rank their top three areas of importance.
The survey results revealed the top four parent priorities for elementary school. The most selected first choice was "access to STEAM (Science, Technology, Engineering, Arts, and Mathematics) instruction," with 29.69% of respondents indicating its importance. The second priority was "school safety," chosen by 14.06% of respondents.
For the third, fourth, and fifth places, three areas tied with 9.38% of respondents selecting them as their third choice. These areas were "climate of care," "academic support," and "MTSS" (Multi-Tiered System of Support).
These findings indicate that parents placed a high emphasis on providing students with access to STEAM instruction, ensuring a safe learning environment, fostering a climate of care, and implementing effective academic support and MTSS programs. These priorities reflect a desire for a well-rounded education that supports students' holistic development, promotes safety, and offers academic assistance tailored to individual needs. This is directly related to our school motto of “Growing Hearts and Minds of All Brookside Tigers”. We will continue to work towards meeting the expectations and the needs of our Brookside Community by fostering a positive and enriching educational experience for ALL students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations take place informally on a weekly basis and formally 2-4 times per school year. Observations and post observations are used to provide feedback on instructional practices and ensure students from TK-5th grade are actively engaged in their learning and supported socially, academically, and emotionally. The principal monitors various aspects of the classroom, such as instructional strategies and student interactions. They focus on promoting academic discourse, encouraging student-to-student talk, and fostering a positive learning environment.
Observations can target academic discourse, where students engage in discussions to deepen their understanding. By assessing classroom conversations, observers determine the extent of student participation and knowledge building. Additionally, student engagement is evaluated to identify areas of improvement and ensure all students actively participate in their learning.
Classroom observations also assess the support provided to students on social, academic, and emotional levels. Instructional Leaders look for evidence of a positive classroom culture, inclusive practices, and differentiated instruction. This holistic approach ensures that students receive comprehensive support, allowing for their overall development and creating an inclusive and engaging learning environment.
In summary, classroom observations serve as a feedback mechanism for instructional practices and promote student involvement, academic discourse, and holistic support. They help educators refine their teaching methods, encourage active participation, and foster an inclusive learning atmosphere.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP assessments offer a comprehensive evaluation of students' proficiency in English language arts/literacy and mathematics. The data from CAASPP assessments provides a broader perspective on students' performance and helps identify trends and patterns across schools and districts. Educators utilize this data to analyze achievement gaps, determine areas for improvement in instructional practices, and develop targeted strategies to address specific student needs. CAASPP assessments collectively inform and guide instruction. These assessments enable educators to personalize teaching, target interventions, adjust curriculum, and provide appropriate support to students based on their individual strengths and areas of improvement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from formative assessments, unit assessments, Fastbridge universal screeners, MTSS assessments, and CAASPP (California Assessment of Student Performance and Progress) assessments are vital in guiding and informing instruction. These assessments collectively provide a comprehensive understanding of students' progress, strengths, and areas of improvement. By leveraging this data, educators can make informed instructional decisions to support student learning effectively.

Formative assessments are ongoing and informal evaluations conducted during instruction, allowing teachers to adjust their teaching strategies based on real-time feedback. Unit assessments provide a broader evaluation of students' understanding at the culmination of a specific unit or topic. Both formative and unit assessments help teachers identify individual and class-wide needs, enabling them to tailor instruction and address areas of weakness.

Fastbridge universal screeners are standardized assessments administered to all students regularly, providing valuable insights into students' foundational skills and identifying those who may require additional support. MTSS assessments, including progress monitoring measures, help track students' academic and behavioral progress over time and inform the effectiveness of interventions. This data guides instruction by facilitating targeted interventions, curriculum adjustments, and grouping decisions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Brookside Elementary School has met the requirements for highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Brookside teachers hold the appropriate teaching credential. There are no teacher vacancies at the site. Teachers participate in three self-selected PD days on a variety of topics, including standards-aligned instruction using SBE-adopted instructional materials. This year, all teachers were trained on the new FOSSS science curriculum, which is aligned to Next Generation Science Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Oak Park Unified School District is committed to providing educators with meaningful professional development opportunities that align with the Common Core State Standards, cater to their specific grade level, proficiency level, and individual interests. The district recognizes that ongoing professional growth is essential for teachers to effectively implement the standards and support student achievement. To achieve this, Oak Park USD offers a range of professional development options, including targeted workshops through VCOE, collaborative lesson planning sessions, and differentiated training programs. Educators have the flexibility to choose from a variety of sessions that cater to their grade level, allowing them to delve into specific content areas and instructional strategies. Additionally, the district provides personalized support for teachers at different proficiency levels, ensuring that both novice and experienced educators can enhance their instructional practices. Furthermore, Oak Park USD values the unique interests and passions of its teachers, allowing them to pursue professional development opportunities that align with their individual areas of expertise or explore new areas of interest. By tailoring professional development to the needs, grade levels, proficiency levels, and interests of educators, Oak Park USD fosters a culture of continuous learning and empowers teachers to excel in their classrooms.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Brookside is fortunate to have a dedicated team of instructional coaches who are content experts in technology, math, English language arts, and the Multi-Tiered System of Supports (MTSS). These coaches bring a wealth of knowledge and experience to support teachers with the improvement of instruction. They provide guidance on integrating technology effectively, implementing best practices in math and English language arts, and developing personalized intervention plans through MTSS. These instructional coaches play a vital role in elevating teaching practices and promoting student success throughout our district.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

We recognize the importance of fostering collaboration among teachers to enhance instructional practices and promote student achievement. To facilitate this collaboration, we provide weekly minimum days dedicated specifically to teacher collaboration by grade level. These minimum days serve as valuable opportunities for teachers to come together, share ideas, exchange best practices, and engage in meaningful discussions about curriculum, instruction, and student progress. During these dedicated collaboration times, teachers have the chance to align their instructional strategies, analyze student data, and address any challenges or areas for improvement. By carving out regular time for teacher collaboration, we prioritize the collective expertise of our educators and create a supportive environment that encourages professional growth. These weekly minimum days not only strengthen the bonds among teachers within grade levels but also foster a culture of collaboration that ultimately benefits our students' learning experiences.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Brookside is committed to aligning the curriculum, instruction, and materials with content and performance standards. We recognize the importance of providing students with a high-quality education that prepares them for academic success and future endeavors. Our curriculum is designed to reflect grade level content standards, ensuring that students are equipped with the knowledge and skills outlined in those standards. Our teachers employ instructional strategies and methods that are tailored to meet the specific learning outcomes of the standards, providing students with meaningful and engaging learning experiences. Moreover, we carefully select and utilize instructional materials that are aligned with the curriculum and content standards, ensuring accuracy and relevance. By aligning these key elements, we strive to create a cohesive and effective educational environment that empowers students to reach their full potential and achieve the expected levels of proficiency.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Brookside adheres to recommended instructional minutes for reading, language arts, and mathematics. Reading/language and Math blocks range from 60-90 minutes per day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lessons and pacing include flexibility for MTSS, targeted intervention and differentiated instruction. Our students are assessed each trimester with a universal screener to ensure they have the foundational skills necessary to meet and exceed grade level expectations. Once they have been assessed, each student is provided with the support he/she needs. We have targeted MTSS systems of support such as tier 1, tier 2 and tier 3 support available for students from TK-5th grade. Support takes place in the classroom setting with our literacy and numeracy aides, outside of the classroom with reading and math intervention and tier 3 support takes place in the classroom and our resource or intervention rooms.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Per the Williams Act, all students have access to textbooks and standards based materials appropriate to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to SBE-adopted and standards aligned instructional materials, including intervention materials if necessary to ensure they have access to grade level standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Brookside Elementary School supports low income, English Learners, and Foster Youth along with other underperforming student groups through our MTSS program. The MTSS Program includes a full time learning support specialist, 6 intervention aides, and EL aide and two literacy and numeracy aides per grade level. Students are identified for participation in the MTSS program through Fastbridge Universal Screeners given three times per year. The MTSS Program utilizes evidence based programs using Number Worlds and evidence based programs to close achievement gaps and ensure students meet grade level standards.

Evidence-based educational practices to raise student achievement

Additional evidence-based practices include Professional Development to ensure teachers are using research based teaching strategies. The implementation of PBIS has raised student achievement. District Coaches provide ongoing PD and support to build teacher capacity. Our teachers, learning support teacher and administrator work collaboratively to use formative data, IABs, FIABs, and summative data to inform instruction and provide additional support.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Brookside counselor, Learning Support Teacher and principal provide on-going academic and social-emotional support to students. They also share community resources with families of under-achieving students. Brookside works closely with families and the community to build trusting relationships. Family engagement activities are aligned with district goals for student outcomes. For example, we added nature walks that include parent volunteers, our family nights include STEM nights, Camping Events, Science Fairs, Walk to School Wednesday. These are aligned with our district LCAP goals.

Families and educators engage in two-way communication about what students are learning at school. Volunteers can be found on site each day at Brookside Elementary School. Our PTA meetings are highly attended. Principal Chats, Parent Square, newsletters, social media and emails ensure there are plenty of opportunities for two way communication.

Family engagement activities help families to provide support at home for learning. Our family engagement activities are educational and enjoyable for all members of the family.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Brookside receives Title III funds to support English Learners through the ConApp. Parents of English Learners are invited to participate in DELAC meetings and other parent information/training events. Parents, community representatives, teachers and other school personnel are included in the SSC and provide input on school goals and programs as sell as assisint in the evaluation of the effectiveness of previously implemented programs and services.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Brookside will use the money it receives from Title III for EL related professional development including instructional strategies that support English Learners in ELA, mathematics and acquiring English.

Fiscal support (EPC)

N/A

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Involvement Process
The School Site Council (SSC) is made up of three parents elected by parents, two teachers elected by teachers, one classified employee elected by classified employees, and the principal. The SSC is responsible for the School Improvement Program, and general goals and philosophy, as well as the content of this document. Many school policies are initiated and approved by the SSC. Meetings are held regularly and are open to the public. Meetings will be held in person when possible.

The Instructional Leadership Team (ILT) has also been involved with the SPSA and annual review and update. The ILT is made up of the principal and six teachers, one representing each grade-level team, and one Resource Teacher. The ILT meets monthly to discuss all instructional matters across the TK-5 program. The ILT looked at quantitative and qualitative data school-wide to identify areas of success and areas for potential improvement. ILT members gathered information from their grade-level teams to share with the ILT and brought information from the ILT back to their teams. Items of discussion were often brought to the whole faculty at monthly staff meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

While we send out weekly newsletters and attendance letters, resource inequities exist in the area of Chronic Absenteeism. Qualitative and Quantitative data, which includes student data in our student management system, phone calls and attendance team meetings indicates that parents would

benefit from parent education to help develop a better understanding of Chronic Absenteeism and how it impacts student wellness and achievement. This is especially true for our parents of Students with Disabilities, Hispanic Students and English Learners, as they have higher chronic absenteeism rates than the school average.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	1.0%	0.93%	0.54%	5	5	3
Asian	22.5%	18.03%	17.32%	115	97	97
Filipino	1.8%	1.67%	1.96%	9	9	11
Hispanic/Latino	8.2%	8.74%	8.75%	42	47	49
Pacific Islander	%	%	0%			0
White	57.2%	61.15%	61.79%	293	329	346
Multiple/No Response	9.2%	9.48%	9.64%	47	51	54
			Total Enrollment	512	538	560

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	96	93
Grade 1	65	95	82
Grade 2	76	72	104
Grade3	103	82	80
Grade 4	89	103	82
Grade 5	87	90	119
Total Enrollment	512	538	560

Conclusions based on this data:

1. Brookside has a diverse student population.
2. While our Hispanic population is 8.74%, of our entire student population, California Dashboard Data indicates that Chronic Absenteeism for our Hispanic population is very high.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	20		20	3.90%		3.6%
Fluent English Proficient (FEP)	65		69	12.70%		12.3%
Reclassified Fluent English Proficient (RFEP)	4			20.0%		

Conclusions based on this data:

1. English Learner Enrollment data indicates that English Learners represent 3.6% of total students enrolled.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	81		99	81		99	81		100.0	100.0	
Grade 4	89	107		87	107		87	107		97.8	100.0	
Grade 5	84	90		82	89		82	89		97.6	98.9	
All Grades	272	278		268	277		268	277		98.5	99.6	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2496.	2467.		51.52	39.51		30.30	25.93		10.10	20.99		8.08	13.58	
Grade 4	2520.	2530.		45.98	50.47		22.99	24.30		21.84	14.02		9.20	11.21	
Grade 5	2579.	2585.		53.66	58.43		30.49	26.97		6.10	4.49		9.76	10.11	
All Grades	N/A	N/A	N/A	50.37	49.82		27.99	25.63		12.69	13.00		8.96	11.55	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	41.41	28.40		56.57	62.96		2.02	8.64	
Grade 4	36.78	41.12		57.47	52.34		5.75	6.54	
Grade 5	45.12	42.70		50.00	52.81		4.88	4.49	
All Grades	41.04	37.91		54.85	55.60		4.10	6.50	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	38.78	27.16		53.06	62.96		8.16	9.88	
Grade 4	36.05	32.71		51.16	54.21		12.79	13.08	
Grade 5	47.56	52.81		40.24	40.45		12.20	6.74	
All Grades	40.60	37.55		48.50	52.35		10.90	10.11	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.21	17.28		68.69	70.37		10.10	12.35	
Grade 4	29.89	18.69		64.37	71.03		5.75	10.28	
Grade 5	29.27	26.97		60.98	69.66		9.76	3.37	
All Grades	26.49	20.94		64.93	70.40		8.58	8.66	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	43.43	33.33		52.53	58.02		4.04	8.64	
Grade 4	31.03	39.25		62.07	53.27		6.90	7.48	
Grade 5	39.02	41.57		57.32	55.06		3.66	3.37	
All Grades	38.06	38.27		57.09	55.23		4.85	6.50	

Conclusions based on this data:

1. 4th grade students have made significant progress in overall ELA scores from 2020-2021 to 2021-2022 from 40.23% - 50.47% scoring above proficient.
2. 5th grade students also improved from from 2020-2021 to 2021-2022 from 40.2% to 50.47% scoring above proficient.
3. 3rd grade students decreased during the same time period from 51.52 to 39.51. This may have been a direct result of learning foundational reading skills during the pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	81		99	81		99	81		100.0	100.0	
Grade 4	89	107		87	107		87	107		97.8	100.0	
Grade 5	84	90		83	89		83	89		98.8	98.9	
All Grades	272	278		269	277		269	277		98.9	99.6	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2489.	2460.		43.43	29.63		35.35	35.80		16.16	18.52		5.05	16.05	
Grade 4	2525.	2550.		40.23	50.47		29.89	30.84		18.39	15.89		11.49	2.80	
Grade 5	2552.	2578.		40.96	55.06		27.71	14.61		22.89	21.35		8.43	8.99	
All Grades	N/A	N/A	N/A	41.64	45.85		31.23	27.08		18.96	18.41		8.18	8.66	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47.47	35.80		45.45	51.85		7.07	12.35	
Grade 4	43.68	57.01		32.18	39.25		24.14	3.74	
Grade 5	32.53	53.93		59.04	39.33		8.43	6.74	
All Grades	41.64	49.82		45.35	42.96		13.01	7.22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46.46	29.63		49.49	54.32		4.04	16.05	
Grade 4	39.08	42.99		49.43	50.47		11.49	6.54	
Grade 5	24.10	37.08		66.27	51.69		9.64	11.24	
All Grades	37.17	37.18		54.65	51.99		8.18	10.83	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44.44	28.40		49.49	61.73		6.06	9.88	
Grade 4	43.68	43.93		48.28	51.40		8.05	4.67	
Grade 5	31.33	33.71		61.45	61.80		7.23	4.49	
All Grades	40.15	36.10		52.79	57.76		7.06	6.14	

Conclusions based on this data:

1. Math data is similar to our ELA data. Students in grades 4 and 5 seemed to continue to progress while 3rd grade students scores decreased. This may have been a result of learning foundational math skills via distance learning in the primary grades.
2. Overall mean scores increased in grade 4 from 2525.6 to 2550.6 and in 5th grade from 2552.6 to 2578.3 from 2020-2021 to 2021-2022.
3. Overall mean scores decreased in grade 3 from 2489.3-2460.6 from 2020-2021 to 2021-2022.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	6	*
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	7	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	4	*
Grade 5		*		*		*		*
All Grades							23	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	52.17	14.29	34.78	42.86	8.70	35.71	4.35	7.14	23	14

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	52.17	35.71	34.78	35.71	0.00	21.43	13.04	7.14	23	14

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
All Grades	56.52	0.00	21.74	28.57	21.74	64.29	0.00	7.14	23	14

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	43.48	28.57	52.17	64.29	4.35	7.14	23	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	60.87	21.43	26.09	71.43	13.04	7.14	23	14

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	39.13	7.14	56.52	71.43	4.35	21.43	23	14

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	65.22	21.43	34.78	78.57	0.00	0.00	23	14

Conclusions based on this data:

1. The percentage of student scoring at the highest level (Level 4) decreased in 2021-22, but the number of students scoring at Level 3 increased overall.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
538	**11.3**	**4.6**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Brookside Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	25	4.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	61	11.3
Students with Disabilities	33	6.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.9
American Indian		
Asian	97	18.0
Filipino	9	1.7
Hispanic	47	8.7
Two or More Races	51	9.5
Pacific Islander		
White	329	61.2

Conclusions based on this data:

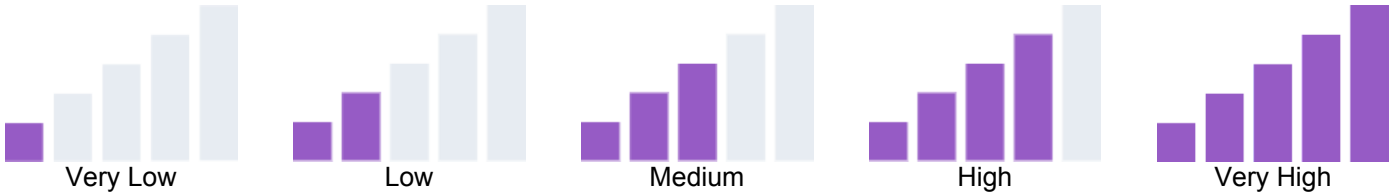
1. 4.6% of Brookside students are English Learners.
2. 11.3% of Brookside students are Socioeconomically Disadvantaged.
3. 6.1% of Brookside students are Students with Disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: High	Suspension Rate: Low
Mathematics: Very High		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. Our overall performance in English Language Arts continues to be well above the state average. Our students scored 59.7 points above standard.
2. Our overall performance in Math continues to be well above the state average. Our students scored 48.6 points above standard.

3. Chronic Absenteeism for the 2021-2022 school year was high. 15.6% of our students were chronically absent. Therefore, we implemented many support systems to ensure attendance improves.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	0	0	1	4

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Very High
59.7 points above standard
271 Students

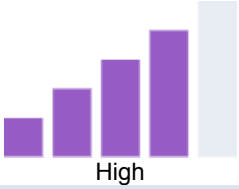
English Learners

Very High
48.6 points above standard
37 Students

Foster Youth

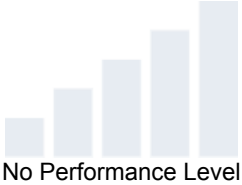
Homeless

Socioeconomically Disadvantaged



High
17.3 points above standard
38 Students

Students with Disabilities



No Performance Level
37.2 points below standard
22 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		Very High 97.4 points above standard 58 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 23.7 points above standard 24 Students	Very High 56.0 points above standard 36 Students		Very High 51.5 points above standard 147 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
6 Students	70.1 points above standard 31 Students	57.7 points above standard 213 Students

Conclusions based on this data:

1. Our socioeconomically disadvantaged students scored 17.3 percent above standard. We need to continue to provide MTSS systems of support to ensure equity for ALL students.
2. Our students with disabilities scored 37.2% below standard. We need to refine our practices to ensure Students with disabilities receive more rigorous support.
3. Our reclassified students exceeded the ELA portion of CAASPP. They scored 70.1 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	1	0	4

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Very High
48.6 points above standard
271 Students

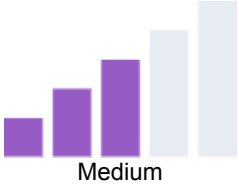
English Learners

Very High
52.8 points above standard
37 Students

Foster Youth

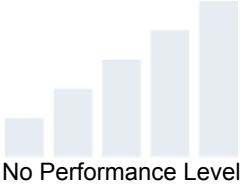
Homeless

Socioeconomically Disadvantaged



Medium
3.2 points below standard
38 Students

Students with Disabilities



No Performance Level
33.7 points below standard
22 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		Very High 95.2 points above standard 58 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 10.6 points above standard 24 Students	Very High 45.3 points above standard 36 Students		Very High 38.3 points above standard 147 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
6 Students	77.0 points above standard 31 Students	41.1 points above standard 213 Students

Conclusions based on this data:

1. English Learners scored in the very high category in mathematics at 52.8 points above standard.
2. In 2021-2022, Socioeconomically Disadvantaged students scored in the medium status category in mathematics at 3.2 points below standard. This may be due to distance learning and the pandemic.
3. Our Students with Disabilities scored 33.7 points below standard in mathematics in 2021-2022. This may also be due to distance learning. Preliminary data for 2022-2023 looks better.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

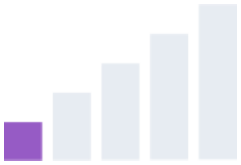
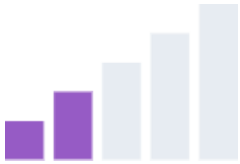
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
15.6% Chronically Absent	19.2% Chronically Absent	
556 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Very High
	20.8% Chronically Absent	23.3% Chronically Absent
	72 Students	43 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level		High	No Performance Level
Less than 11 Students		12.7% Chronically Absent	Less than 11 Students
5 Students		102 Students	9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	High		High
25.5% Chronically Absent	13.7% Chronically Absent		15.4% Chronically Absent
51 Students	51 Students		338 Students

Conclusions based on this data:

1. Students with Disabilities have a 23.3% chronic absenteeism rate. EL students have a chronic absenteeism rate of 19.2%. Socioeconomically Disadvantaged Students have a 20.8% chronic absenteeism rate. Hispanic students have a 25.5% chronic absenteeism rate. The chronic absenteeism rates for these groups is higher than the All student group. We will work with the counselor, resource teachers and classroom teachers to communicate the importance of daily attendance. We will also address chronic absenteeism at parent meetings including the English Language Advisory Committee.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	3	1	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

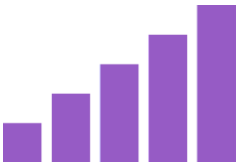
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	
0.7% suspended at least one day	0% suspended at least one day	
572 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	Medium
	1.4% suspended at least one day	2.3% suspended at least one day
	73 Students	44 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very Low	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
5 Students		110 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very Low		Low
2% suspended at least one day	0% suspended at least one day		0.9% suspended at least one day
51 Students	51 Students		346 Students

Conclusions based on this data:

1. Our suspension rate in 2021-2022 was low overall.
2. 1.4% of our socioeconomically disadvantaged students were suspended, which falls in the medium category on the California Dashboard.
3. 2.3% of our Students with Disabilities were suspended, which falls in the medium status category on the California Dashboard. Our suspension rate decreased in the 2022-2023 school year due to PBIS and our MTSS systems.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

LCAP Goal 1: Strengthen our students' high academic achievement in a climate of care by developing and promoting the factors that distinguish Oak Park's model of educating the whole child.

Goal 1

By May 2024, students who have not met or exceeded grade level standards in math will demonstrate improved performance.

Identified Need

Data from the CAASPP and Fastbridge assessments show that overall math scores are lower than ELA scores. In addition, Socioeconomically Disadvantaged students and Students with Disabilities are scoring below the All Students group in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	On the 21-22 CAASPP, 27.48% of our students did not meet or exceed grade level standards. We do. not have the final outcome of our 22-23 CAASPP data. All Students- 48.6 points Above Standard Socioeconomically Disadvantaged- 3.2 points Below Standard Students with Disabilities- 33.7 points Below Standard	The number of students who do not meet or exceed grade level standards in math will be less than 15%. All Students- 52.8 points Above Standard Socioeconomically Disadvantaged- 5 points Above Standard Students with Disabilities- 1 point Above Standard
FastBridge aMath	Percentage of students scoring in the "high risk" category on the Fastbridge Screener. Spring 2023 data: K- 3% 1st- 3% 2nd- 5% 3rd- 7% 4th- 3% 5th- 5%	Reduce the percentage of students scoring in the "high risk" category in spring 2024 by 2% at each grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hire PE teachers/PE aides to provide release time for teacher collaboration/professional development and Professional Learning Community (PLC) work

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
89,130	LCFF - Base 1000-1999: Certificated Personnel Salaries
25,139	LCFF - Base 3000-3999: Employee Benefits
15,300	LCFF - Base 2000-2999: Classified Personnel Salaries
1,700	LCFF - Base 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, English Learners

Strategy/Activity

Provide staff development and opportunities for staff collaboration in math and instructional strategies to support English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1,000	Title III 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategy/Activity

Provide a comprehensive Multi-Tiered Systems of Support (MTSS) program, including the administration of Fastbridge screener and Number Worlds to bring struggling students into grade level standards. Provide personnel including Math Intervention Aides, and Numeracy Aides to support small group instruction in this program. An added focus on Tier 3 and Tier 4 supports will be provided for Students with Disabilities by the district MTSS Coordinator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
54,904	LCFF - Base 2000-2999: Classified Personnel Salaries
6,080	LCFF - Base 3000-3999: Employee Benefits
13,727	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
1,370	LCFF - Supplemental 3000-3999: Employee Benefits
13,613	LCFF - Base 1000-1999: Certificated Personnel Salaries
3,389	LCFF - Base 3000-3999: Employee Benefits
3,927	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
436	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, Socioeconomically Disadvantaged, English Learners

Strategy/Activity

Provide Learning Support Teacher (LST) to facilitate and support the MTSS program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
81,120	LCFF - Base 1000-1999: Certificated Personnel Salaries
22,880	LCFF - Base 3000-3999: Employee Benefits
20,280	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
5,720	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Innovation Lab Instructor and supplies to support math through STEAM integration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	LCFF - Base 2000-2999: Classified Personnel Salaries
8,000	LCFF - Base 3000-3999: Employee Benefits

500	LCFF - Base 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Invite parents and families to a school-wide Math Night to encourage parental involvement and generate excitement for the mathematics program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers provide high quality math instruction that aligns with the California Standards. This instruction is differentiated within the classroom based on ongoing formative assessment. Embedded in our math program are re-teach and extension materials to accompany each lesson. Also, online programs are used to supplement their math instruction. Students demonstrating mastery of the standards are challenged with extension activities or projects. Students requiring additional instruction are provided small-group or individual support within the classroom. All students are assessed at the beginning of each trimester using aMath/earlyMath, nationally norm-referenced assessments. Each grade-level meets regularly as a data team to review both assessment data and classroom performance data. When more support is needed, students work with a trained math aide in the classroom or in Math Intervention. The math intervention team uses Number Worlds, a research-validated intervention curriculum that incorporates diagnostic assessment to identify and target specific skill deficits. Students receiving intervention are not pulled out of class during their math time. Students receiving math intervention are given progress-monitoring assessments every other week. The grade-level data teams review this data, together

with classroom performance, to determine when students require continued support, increased support, or are ready for increased independence.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no material difference between budget and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next steps will include continuing with this goal in the 2023-2024 SPSA, identifying students for intervention through the universal screener FastBridge three times a year, implementing data meetings and PLCs to closely monitor student progress, working with small groups of identified students, measuring the effectiveness of selected research-based math intervention programs, and identifying other best-in-class intervention programs. Our Learning Support Teacher will continue to coordinate the MTSS program (Literacy and Math) and provide more intensive Tier 3 intervention.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reading/Language Arts Goal

LEA/LCAP Goal

GOAL 1
High Academic Achievement in a Climate of Care

Goal 2

By May 2024, students who have not met or exceeded grade level standards in reading and language arts will demonstrate improved performance.

Identified Need

Data from the yearly CAASPP test and Fastbridge screeners informs the school site on its performance in reading and language arts. These results are reviewed upon receipt. During the fall, student needs are identified further with our universal screener (FastBridge) and appropriate instruction is planned, including those identified as not meeting performance goals and those exceeding performance goals. After reviewing this data, it is clear that the primary grades (grades K-3) are the most in need of additional reading/language arts support. In addition, Socioeconomically students are 17.3 points above standard on the CASSP, but are lower than the All Student group at 59.7% above standard. Students with Disabilities are also performing lower than the All Student group at 37.2 Below Standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	On the 2022 CAASPP, 21.69% of our students did not meet or exceed grade level standards in ELA. All Students - 59.7 Above Standard Socioeconomically Disadvantaged Students- 17.3 points Above Standard Students with Disabilities- 37.2 points Below Standard	The number of students who do not meet or exceed grade level standards in ELA will be less than 15% All Students-62.0 points Above Standards Socioeconomically Disadvantaged- 21.2 points Above Standard Students with Disabilities-1 point Above Standard
FastBridge aReading	Reduce the percentage of "high-risk" students identified on the spring Fastbridge Screener. Spring 2023 Fastbridge aReading percentage of high-risk students:	Reduce the percentage of "high-risk" students identified on the spring 2024 Fastbridge aReading screener by 2% at each grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	K- 8% 1st- 10% 2nd- 5% 3rd- 6%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, Socioeconomically Disad

Strategy/Activity

Continuation of our Multi-Tiered System of Support (MTSS) in reading and language arts through our Literacy Intervention as well as continued use of our Instructional Aides in Literacy for small group intervention and extension. FastBridge universal screener aReading test and Early Reading test administered to all students three times a year will identify students and measure the effectiveness of intervention through progress-monitoring. This will include additional focus on the Tier 3 and Tier 4 program for Students with Disabilities through support from the MTSS Coordinator.
Alignment of instruction with content standards:

Improvement of instructional strategies and materials:
Literacy Intervention for identified students
Use of Literacy Specialists (3 total)
Literacy Intervention materials and equipment needed to augment the curriculum

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
68,065	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
19,198	LCFF - Supplemental 3000-3999: Employee Benefits
161,367	LCFF - Base 2000-2999: Classified Personnel Salaries

17,930	LCFF - Base 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement the Units of Study in Phonics in all K – 2nd classrooms. These Units of Study have been based on TCRWP's decades of teaching reading and writing in thousands of classrooms across the world, and incorporate proven, research-based practices. They are also correlated to the Common Core Standards and California State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Base 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide an EL instructional aide to assist English Learners in acquiring English and in their core subject areas

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
7,000	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategy/Activity

Provide Learning Support Teacher to facilitate MTSS program (See goal 1 for expenditures)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide staff development and opportunities for staff collaboration in math and instructional strategies to support English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,189	Title III 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teachers provide reading and language arts instruction consistent with the California Standards. This instruction is differentiated within the classroom based on ongoing formative assessment. Curriculum is differentiated across the grade levels to meet the needs of every student. Flexible grouping within individual classrooms ensures that all students receive instruction at their level. Students are individually assessed and are reading books at their instructional level. Instruction is

provided to the whole-group in daily lessons, as well as in small-groups and individually. Students are assessed at the beginning of each trimester using Early Reading, aReading or CBMreading, nationally norm-referenced assessments. All Grade-levels meet each trimester as a data team to review both assessment data and classroom performance data. When more support is needed, students receive Literacy Intervention support that is targeted toward their individual needs. Students receiving Literacy support are given progress-monitoring assessments every other week. The grade-level data teams review this data, together with classroom performance, to determine when students require continued support, increased support, or are ready for increased independence.
Individual progress monitoring data show that most students receiving Tier 2 (small group) Literacy support made significant progress. In cases when students did not demonstrate progress, they were provided Tier 3 (individual) support. Many students demonstrated growth with Tier 3 support. Some who continue to struggle are assessed for a potential learning disability. The assessment team has found the assessment data extremely valuable in accurately identifying specific areas of disability and determining the necessary supports.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no material difference between budget and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next steps will include continuing with this goal in the 2023-2024 SPSA, identifying students for intervention through the universal screener FastBridge three times a year, implementing data meetings to closely monitor student progress, working with small groups of identified students, measuring the effectiveness of selected research-based reading intervention programs, and identifying other best-in-class intervention programs. A full time Learning Support Teacher will continue to refine and coordinate the MTSS program (Literacy and Math) and provide more intensive Tier 3 intervention.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Attendance: Cultivate a School Wide Culture of Attendance

LEA/LCAP Goal

Goal 3 Continue to expand school safety and student/staff well being initiatives in a Climate of Care

Goal 3

Decrease Chronic Absenteeism rate. 15.6% of our students had a Chronic Absenteeism Rate in the 2021-2022 School Year.

Identified Need

In the 2020-21 school year, at least 10.1 million students nationwide were chronically absent. Nationwide, chronic absenteeism more than doubled from the approximately 8 million students, pre-Covid-19, who were missing so many days of school that they were academically at risk. Chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions—can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school. Brookside experienced 15% chronic absenteeism in the 21-22 School year. At Brookside, Students with Disabilities have a 23.3% chronic absenteeism rate. EL students have a chronic absenteeism rate of 19.2%. Socioeconomically Disadvantaged Students have a 20.8% chronic absenteeism rate. Hispanic students have a 25.5% chronic absenteeism rate. The chronic absenteeism rates for these groups is higher than the All student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 California School Dashboard Data	15.6% of our students were chronically absent	We would like to see this number to decrease by at least 6%
2021-2022 California School Dashboard Data	25.5% of Hispanic Students were chronically absent. This represents 51 students.	We would like to see this number decrease by 50%
2021-2022 California School Dashboard Data	23.3% of Students with Disabilities were chronically absent. This represents 43 students.	We would like to see this number decrease by 50%
2021-2022 California School Dashboard Data	20.8% of Socioeconomically Disadvantaged Students were chronically absent.	We would like this number to decrease by 50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Brookside will ensure we have a welcoming and engaging school environment that emphasizes building relationships with families and stresses the importance of going to school every day. Principals, teachers and staff will model this approach and engage staff in consistently sending the message that attendance matters. Our Site MTSS Team will meet monthly to review attendance data and schedule phone calls or parents meetings to check in with parents and provide one on one support. Principals and school staff have put an MTSS team together to help families understand what their children are learning in school and what the children will miss if they are absent. Parents and students may not realize that even excused absences, if they accumulate, can be a problem and lead to falling behind in the classroom. Few families realize that absenteeism is a problem as early as kindergarten and TK. We have established an MTSS team to address attendance and behavior, we will create a plan of action, refine our tiered systems of supports, and involve our community partners for help and ideas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Parent Engagement Presentations focusing on attendance will be offered to TK and K parents in August by Principal and School Counselor: Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. The key is developing a school-wide school culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they missed school. A key component of the engagement is helping families understand what their children are learning when they are are in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children. Too many parents and students do not realize that just missing two days each month can be a problem, and often leads to falling behind in the classroom. Even fewer families realize that absenteeism is a problem as early as kindergarten and preschool and building the habit of attendance in the early grades can influence their children's academic achievement and social emotional wellness. Supplies will be provided for these meetings and are included in the costs below.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	LCFF 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, English Learners

Strategy/Activity

If large numbers of students are affected by chronic absence, that suggests some type of systemic barrier or barriers are at play. Identifying the barriers to attendance can indicate the appropriate solutions. It is important to begin examining what factors might be affecting attendance. We will use qualitative and quantitative data to inform our understand which student groups are impacted, why they are impacted and how we can address and support the issue. There is no cost related to this action.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a .8 Counselor to support students with social-emotional needs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
74,880	LCFF - Base 1000-1999: Certificated Personnel Salaries

21,120	LCFF - Base 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged Students, English Learners and Foster Youth

Strategy/Activity

Provide .2 Counselor to support Hispanic students, Students with Disabilities, Socioeconomically Disadvantaged students and English Learners. The Counselor will work with Administration and the MTSS team to plan and support school connectedness activities to improve attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,720	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
5,280	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

PBIS: School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough support student, family, and community needs to ensure attendance and student achievement improves.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

GATE Math Family Halloween Night to increase student connectedness and engagement. Math Engagement Night promotes family involvement with math. They are an excellent way to challenge, motivate and involve parents in their child's school experience. Halloween Math Night is unique because it purposefully connects parents mathematical practices, learning and reinforces the role they have as active participants in the education of their children.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Add GATE enrichment/clubs to increase student connectedness and engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF - Base 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal. Goal analysis for this goal will be done next year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This is a new goal. Goal analysis for this goal will be done next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal. Goal analysis for this goal will be done next year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$2,189
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$857,564.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title III	$2,189.00

Subtotal of additional federal funds included for this school: $2,189.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$100.00
LCFF - Base	$651,552.00
LCFF - Supplemental	$198,723.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$1,000.00
Parent-Teacher Association (PTA)	$4,000.00

Subtotal of state or local funds included for this school: $855,375.00

Total of federal, state, and/or local funds for this school: $857,564.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	100.00
LCFF - Base	651,552.00
LCFF - Supplemental	198,723.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
Parent-Teacher Association (PTA)	4,000.00
Title III	2,189.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	369,735.00
2000-2999: Classified Personnel Salaries	330,298.00
3000-3999: Employee Benefits	145,242.00
4000-4999: Books And Supplies	9,100.00
5000-5999: Services And Other Operating Expenditures	2,189.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	100.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	258,743.00

2000-2999: Classified Personnel Salaries	LCFF - Base	281,571.00
3000-3999: Employee Benefits	LCFF - Base	106,238.00
4000-4999: Books And Supplies	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	110,992.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	48,727.00
3000-3999: Employee Benefits	LCFF - Supplemental	39,004.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	4,000.00
5000-5999: Services And Other Operating Expenditures	Title III	2,189.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	419,215.00
Goal 2	311,749.00
Goal 3	126,600.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Diane Diamond School Principal

Cynthia Morrow, Casey Webb Classroom Teachers

Virginia Standring Other School Staff

Aprylle Beck, Talya Drescher, Sara Bartos Parent or Community Members

Name of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/16/2023.

Attested:

Principal, Diane Diamond on 6/16/23

SSC Chairperson, Cynthia Morrow on 6/16/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT/ COMPREHENSIVE SUPPORT AND IMPROVEMENT PLAN**

ACTION

ISSUE: Shall the Board of Education approve Oak View High School's School Plan for Student Achievement /Comprehensive Support and Improvement Plan?

BACKGROUND: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by Every Student Succeeds Act (ESSA).

ESSA requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes. This plan has to include a comprehensive needs assessment and be approved by the Board of Education before the first day of the 2023-2024 school year.

This plan was developed in collaboration with the Oak View School Site Council (SSC) and will be annually reviewed. It includes a budget, with additional CSI funding, and planned goals using evidence-based programs and instructional strategies and will be updated periodically to reflect changing needs and priorities.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy BP 0420- School Plans/Site Councils
The Governing Board believes that comprehensive planning is necessary at each school in order to focus school improvement efforts on student academic achievement and facilitate the effective use of available resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

GOAL: In Support of OPUSD Goals:
Goal 1. Identify additional academic assistance opportunities, in-person and online, for all students.
Goal 4. Maintain a sustainable planning and budgeting process collaborating with all groups.

ALTERNATIVES: 1. Approve the School Plan for Student Achievement/Comprehensive Support and Improvement plan for Oak View High School.
2. Do not approve the School Plan for Student Achievement/Comprehensive Support and Improvement plan for Oak View High School.

RECOMMENDATION: Alternative #1

Prepared by: Tammy Herzog, Assistant Superintendent Educational Services

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak View High School	56-73874-5630199	May 24th, 2023	6/20/23

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Comprehensive Support and Improvement
- Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Oak View adheres to the District, County, State and Federal Government requirements in order to assure that the ESSA requirements are being met and that we are in alignment with the LCAP. Our School's plan meets the ESSA requirements of aligning with the Oak Park Unified School District's Local Control and Accountability Plan (LCAP). The goals in this plan enhance academic achievement through a focus on equity, accountability, inclusion, transparency, flexibility and opportunity for all students. This plan strengthens school safety through a multi-prong effort, addressing both the physical safety needs and social-emotional needs of students, staff, and families. The OVHS School Plan for Student Achievement also includes a strong focus on collaboration and enhancing communication within the school and the larger OVHS community while systematically targeting improvement to our school culture and climate. Through this plan, OVHS demonstrates its commitment to integrity and continual growth as well as prioritizing our values of relationships, routines, responsibility, respect and results.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Oak View created a survey to address the school mission and goals as well as action items for our WASC report in the fall of 2022. At the time, Oak View had 32 students enrolled in November 2022 and 13 parents (46%) completed an anonymous on-line survey rating Oak View High School's program according to the WASC criteria. Of the twenty responses, 62% of parents responding had students who had been enrolled 1 year, and 38% had students who had attended Oak View for 2 years.
Of the 16 Mission, goal, and WASC related questions, all criteria were rated 100% Strongly Agree & Agree responses.
The anonymous on-line student survey given in November 2022 returned responses from 23 students. 52% of the responding students indicated that they had attended Oak View High School for 1 year. 48% had attended for 2 years.
The overall feedback from the surveys was supportive and showed that the parents and students felt that the school was addressing their needs appropriately. The specific feedback that was given was and will be used to influence program decisions and guide the staff to focus on areas of need reflected by the student input. This input was used while completing the Self Study Findings portion of this report.

Parent Survey results include the following:

The main reason their student came to Oak View High School:
Social anxiety at high school
She needs specialized one-on-one attention and academic help.
My son has attendance and work completion issues.
My child was really struggling with the rigor and academic pressure and demands at OPHS. There is a culture there that is not conducive to his learning style and is not empathetic to "out
side the box" learners. OPHS pushes students to attend 4 year universities and does not put honor or pride into a trade program, job, or community college choice.
The academic program is unparalleled
Anxiety
He struggled with mainstream academics and needed smaller class size with individualized attention
Academics

The most important things Oak View has offered their students:
Inclusivity
Teachers that are able to get to know her better, hands-on education such as gardening, and technology de-construction, more attention from counselors, principal, etc.
Accountability and flexibility.
A safe haven! It is a place he can be and feel himself and a place where he feels like his teachers and peers truly care about him.
Scholastic
Caring
A positive environment to thrive and feel good about himself
Focused educational supports

Differences Oak View has made in students' lives:
More confident
She likes school and has opened up more to trusted adults at Oak View (such as Mr. Rogers).
Still in progress.
My child has grown leaps and bounds since switching to OVHS. He is less stressed about school work and homework which in turn creates a less stressful environment at home. He feels better about himself and his academic achievements which results in a more positive self-image.
There are no longer the struggle over homework or grades
Increased independence and initiative
Much less quarreling over homework and grades
he is able to manage the workload

Staff survey results include:
OVHS Staff Climate Survey Data

I feel well-informed and communicated with about topics that affect my work.
Strongly Agree - 40%
Agree - 40%
Disagree - 20%
Strongly Disagree - 0%

I feel listened to and welcomed at my school.
Strongly Agree - 60%
Agree - 20%
Disagree - 0%
Strongly Disagree - 20%

Overall, I feel safe at my school.
Strongly Agree - 60%
Agree - 20%
Disagree - 0%
Strongly Disagree - 20%

I feel connected to my school.
Strongly Agree - 80%
Agree - 0%
Disagree - 0%
Strongly Disagree - 20%

My school's facilities are clean and inviting.
Strongly Agree - 40%
Agree - 40%
Disagree - 20%
Strongly Disagree - 0%

Student survey results include:

The following are excerpts taken from comments made by students in the survey:
The main reason I enrolled in Oak View High School's program:
I was to stressed out at oak park and Oak View was able to make school less stressful

I had fallen behind in school work
Credit recovery
Oak Park high school was giving me a lot of stress, i also have severe depression disorder along with other major health issues that caused me to miss my entire junior year of high school.
because it is my only way of being able to graduate
I enrolled to earn credits that i failed to complete at Oak park
Oak park was not a school that taught in a way i could understand and oak view did
ADHD and silly things going on in my head.
The easy curriculum and shorter days to do outside activities like work or play sports.
needed a smaller environment that suited best for my learning style
Oak Park High School was occupying the majority of my time that I could be spending with my family, friends, or being creative and doing what I love to do. That's why I came to Oak View, to feel less stress and more happy, while still being social rather than being at home all the time.
I never went to school had barely any credits needing extra support to push me
Because trying to balance my first year back from covid, with going into my first year of high school and also playing football was too much to balance
Oak Park high school failed to prioritize both my academic and personal needs. Since moving to Oak View, I've opened up so much more than I ever did in these four months compared to my two full years at OPHS.
Wasn't excelling at Oak Park High School
Depression, which causes attendance issues throughout any school so it doesn't really help to be here over any other school:/
I was failing all of my classes at Oak Park High School, My social connection was low, and I had no understanding of any material whatsoever to the point of me being so behind I would have to be held back. I couldn't find anything positive in my schooling there. Even the teachers weren't equip to handle my panic attacks and my social anxiety. I needed a way of schooling that would actually allow me to succeed, and Oak View helped me with that.
Small class size & alternative learning
I felt that traditional high school did not suit me. I felt overwhelmed, and I didn't have any resources to help myself.

The most important things that Oak View has offered me.:
credits
a good support system
Challenging work that I still understand
credit recovery and community
Options to gain credit back
shorter day, more one on one, positive community
a good education and a positive environment away from home
A safe and helpful place for me to complete my school work
I chance to graduate
Ability to graduate early.
Family structure
A great education with the same outcome as any student at Oak Park High School would get and a great community of people and new friends that I feel comfortable around.
they've offered me many ways to get my credits up and graduate on time and they are supportive in whatever i want to do
a plan to get me into another school
Multiple persons I can rely on and talk to about pressing issues in both my academic and personal life. I've been provided with so many tools from both fellow students, peers, and other staff

members. The pace of classes and academic material has transformed me and my grades. I genuinely love being here.
Guidance/assistance
Getting in trouble for not being able to fix my mental health.
Oak View has offered me a place I can call home. I have been so stuck in this state of unknowing and fear because of my conditions (Being hit by a car earlier in the year), but they have worked through things with me and actually make me feel like I've been accepted. I've been treated well here and Oak View has offered me much for my future as well. Teachers are willing to help with job applications, are willing to help with college applications, etc. You can't find many schools who can help you with that.
Opportunities to grow
Oak View offers an amazing structure in which students feel that they belong, and they are encouraged to succeed by everyone around them.

Including home life, in what ways do you feel that you have grown and changed since attending Oak View? In other words, what differences do you see in yourself?
I feel better mentally
I have become much happier
yes my grades have improved drastically
Personally I do not see or feel any differences, I am still getting good grades as I normally would have. I am just doing my best to get my credits.
i have been actually coming to school
i feel like i have more confidence in myself
Less stressed and more happier than i was at oak park
I understand myself more
I've become less stressed because of the easy work load.
Becoming a significantly more well rounded student
I feel as though I have been kinder to my family and more motivated to help around the house with chores or with my siblings because I'm not so stressed and focused on what things need to be done for school.
I see a difference in my social skills i have less social anxiety i don't get anxiety coming to school anymore its made me want to learn and push myself way more and step out of my comfort zone
I think that I've really mostly grown in literature and writing essays
I talk to other students and staff members. My grades have vastly improved.
I value learning a lot more and I see that I am willing to put in effort.
Nothing.
I've grown in the way where I have been accepted for who I am, allowing me to reach my full potential and grow in a way that would make me succeed in the future. I'm gaining help with things I wouldn't be able to ask for at home and I'm so thankful to the teachers for allowing me to succeed and grow.
My writing has improved, my outlook on education has improved, overall I am happier and far less stressed.
Test
I have changed a lot since attending Oak View. I am more confident, I am much happier, and I feel more satisfied in life.

The school also used the California Healthy Kids Survey as a tool to address student needs. Two areas of concern after review of the data were the percentage of THC use and alcohol use among OVHS students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school follows the district guidelines for evaluations. All temporary and probationary teachers are observed 4 times a year and given a mid term and final evaluation along with reviews of observation meetings within 3 days of each observation. All Tenured teachers are observed two times a year and given a final evaluation. The Principal and Counselor make regular visits to the classrooms and coordinate with teachers regularly (weekly) to discuss teaching practices. Both formal and informal evaluations have yielded positive findings in regard to the standards for the teaching profession.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Standardized State Testing results as well as school wide benchmark assessments in ELA and Math are academic assessments used at Oak View. The California Healthy Schools Survey is used to monitor socio-emotional health of students.
Over the past three years, Oak View's ELA scores have shown steady improvement moving from 35% exceeded or met standard to 60% exceed or met standard. This progress is good but we would like to see greater improvement in future years and would like to eventually see all of our students meet or exceed standards.
ELA student group data was not included on the Dashboard due to student data privacy and small n-size student groups.
Over the past three years, Oak view Mathematics scores have been low but have shown steady improvement moving from 6% exceeded or met standards to 20% exceeded or met standards. Although there is progress, these scores are too low and we are engaging in program strategies to improve these scores over time.
Math student group data was not included on the Dashboard due to student data privacy and small n-size student groups.
Over the past three years, Oak view Science scores have been low but last year have shown significant improvement moving from 25% exceeded or met standards to 63% exceeded or met standards. We will be monitoring the score from this year's test closely. Recent changes in the Science department should yield better test results. We are confident that we are moving in the right direction.
Science student group data was not included on the Dashboard due to student data privacy and small n-size student groups.
IXL benchmarks ("diagnostic test") of students in Algebra 1 were analyzed at the start of their course and at the end of the first semester, analyzing their overall math level and the subset of specific algebra skills. Each 100 corresponds to one grade level.
Algebra skill subset scores IXL diagnostic
Group median at start: 595 (= 6th grade)
Group median at end: 770 (= upper 7th grade)

Overall math skills for algebra class IXL diagnostic
Group median at start: 435 (= 4th grade)
Group median at end: 638 (= mid 6th grade)
Low overall grade 4 math skill level on entry to OVHS (435 indicates a median math skill-set of grade 4).
Improvement by an average of 1.8 – 2.0 grade-levels over Semester 1, for algebra & overall math skills in this class.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from assessments and surveys are discussed regularly during weekly staff meetings as well as weekly teacher meetings. Modification of program and instruction occurs as a result of these meetings and the use of this data.
Systems have been in place which allowed for the smooth implementation of the strategies and activities to take place. Through communication at bi-weekly staff meetings and coordination with district and school site staff, the OVHS program has been able to begin to fulfill the strategic activities proposed this year and is expecting outcomes to improve.
Last year's strategies did yield progress reflected in the increase in student scale score - ELA scaled scores increased from 2565 in 2021 to 2636 in 2022, Math scaled scores remained the same at 2519 in 2021 and 2022. Science scaled scores increased from 599 in 2021 to 615 in 2022.
Because our math scores remained the same, we are adding a math TOSA to support teachers with high impact mathematics instructional strategies and program development to improve teaching quality and ensure rigorous content.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members meet the requirements and hold appropriate credentials for the subjects that they teach.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to professional development. In the upcoming year (2023/24), there will be CSI funding allocated for more professional development opportunities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development and evaluations of teachers are linked to content standards. Teachers select content standards that they would like to focus on for evaluations and staff select content standards that they would like to focus on after analyzing assessment data.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers will have access to a Math TOSA as well as a Multi Tiered Systems of Supports (MTSS) coordinator to assist with the implementation of a Socio-Emotional and Positive Behavioral Interventions and Supports (PBIS) curriculum during the 2023/24 school year. We anticipate that the addition of these resources will address low math scores, as well as socio-emotional well being and behavioral concerns.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The three teachers at Oak View meet weekly for teacher collaboration time on Thursdays from 2:00-3:30, as well as weekly on Fridays for the whole school staff meeting from 12:30-2:00. This allows for a multi-disciplinary student centered approach to instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Oak View teachers use curriculum, instructional strategies, and materials that are aligned to the California Content Standards. Curriculum and Instruction are guided and directed by the district Curriculum and Instruction Department. The professional development offered by that department assist in instructional training for teachers. Materials are adapted by the district curriculum council and approved by the OPUSD Board of Education.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A Oak View serves grades 10-12

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A Oak View serves grades 10-12

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Oak View teachers use instructional materials that are standards aligned in all subject areas. These materials are recommended by the district curriculum council and approved by the OPUSD Board of Education.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Oak View teachers use standards-aligned instructional materials in all subject areas. These materials are recommended by the district curriculum council and approved by the OPUSD Board of Education. Additional supplemental intervention materials are currently being evaluated by Oak View teachers, the new math TOSA, and MTSS coordinator to support early intervention when students enter our program.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Oak View's small class sizes (17/1) as well as the Friday study hall allow for students to have access to additional supports needed to address areas of concern. Teachers discuss individual student needs during the weekly staff and teacher meetings. Using data from these meetings they identify students needing additional support and services to meet standards.

Evidence-based educational practices to raise student achievement

Oak View will work with a math TOSA to research and implement evidence-based practices at the start of the 2023/24 school year. These evidence-based practices will be used by the math teachers beginning in the fall semester. The Math TOSA will also be there to support the Oak View teachers throughout the year. Teachers will also work with district office personnel to implement Restorative Justice practices at Oak View for the 2023/24 school year.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Every Oak View student and family attends an intake meeting with the school administration and school counselor. After the first 5 weeks of enrollment, all students and families attend a Student Study Team (SST) meeting with the Oak View teachers, administration, and counselor to discuss areas of progress and or need. Through this method, parents are involved in the educational program that is developed for their student. Parents are contacted regularly by teachers and administration to discuss any issues that may occur. All weekly staff meetings begin with a "Student Concerns" discussion where staff discuss any concerns that they may have regarding any or all students. Every weekly staff meeting ends with "Good News" where the staff all bring up successes for any or all students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Oak View High School's data and evidence have been examined during daily staff touch–base exchanges and embedded within our 21/22 and 22/23 weekly staff meetings. The OVHS School Staff has analyzed the academic performance of all student groups and along with School Site Council has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. Using this process the ConApp programs are implemented and evaluated.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Professional development activities
Supplemental teaching programs and material for classroom use with underperforming students
Math TOSA
Benchmark reading pre and post test assessments. On-going during September or time of enrollment of each year and May.
Reading level progress monitoring and student monitoring of their own improvement
Benchmark testing
Scholastic Reading Inventory.
MTSS Coordinator

Fiscal support (EPC)

The District will be using categorical as well as CSI funding for fiscal support.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Oak View High School's data and evidence have been examined during daily staff collaboration and embedded within our 21/22 and 22/23 weekly staff meetings. The OVHS staff and quarterly School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet standards. As a result, it has adopted school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards as well as to address the socio-emotional needs of all students enrolled.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No Resource Inequalities were identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	6.90%	8%		2	2
Asian	%	%	4%			1
Filipino	%	%	0%			0
Hispanic/Latino	25.8%	17.24%	12%	8	5	3
Pacific Islander	%	%	0%			0
White	74.2%	72.41%	76%	23	21	19
Multiple/No Response	%	3.45%	0%		1	0
			Total Enrollment	31	29	25

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9		1	
Grade 10	1	6	4
Grade 11	10	6	12
Grade 12	20	16	9
Total Enrollment	31	29	25

Conclusions based on this data:

1. Oak View High School is an alternative high school program, which serves grades 9 to 12 student population with a capacity of approximately 50 students. As of January 2023, enrollment has seen a decline which can be attributed to the COVID pandemic and new educational options, like Independent Studies, that were not options in the past. Typically, Oak View's enrollment numbers gradually increase from September to April and stabilize near the end of the school year. We anticipate that our numbers will increase gradually as the state of the educational system begins to stabilize.

2. Oak View's student population currently consists of 61% Caucasian; 55% male, 45% female. There are 8 10th grade students, 17 11th grade students, and 7 12th grade students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	0		0	0.00%		0.0%
Fluent English Proficient (FEP)	10		2	32.30%		8.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Over the past 4 years only 1 student identified as EL has attended Oak View High School. Typically, EL students enrolled at Oak View have been classified RFEP and do not require EL services. OPHS staff annually coordinate EL testing for any Oak View student who needs testing.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13	11		10	10		10	10		76.9	90.9	
All Grades	13	11		10	10		10	10		76.9	90.9	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. Over the past three years, Oak View's ELA scores have shown steady improvement moving from 35% exceeded or met standard to 60% exceed or met standard. This progress is good but we would like to see greater improvement in future years and would like to eventually see all of our students meet or exceed standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13	11		9	10		9	10		69.2	90.9	
All Grades	13	11		9	10		9	10		69.2	90.9	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Conclusions based on this data:

1. Over the past three years, Oak view Mathematics scores have been low but have shown steady improvement moving from 6% exceeded or met standards to 20% exceeded or met standards. Although there is progress, these scores are too low and we are engaging in program strategies to improve these scores over time.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 11	*		*		*		*	
All Grades							*	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*		*	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*		*	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*		*	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
All Grades	*		*		*		*	

Conclusions based on this data:

1. Oak View students have not participated in the ELPAC

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
29	**37.9**	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Oak View High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.		

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	11	37.9
Students with Disabilities	4	13.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	6.9
American Indian		
Asian		
Filipino		
Hispanic	5	17.2
Two or More Races	1	3.4
Pacific Islander		
White	21	72.4

Conclusions based on this data:

1. Oak View's student population is in alignment with that of the other schools in the OPUSD.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	**Graduation Rate** No Performance Level	**Suspension Rate** Very High
Mathematics No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Oak View High School is a CSI school for the 2023-24 school year due to a Very High suspension rate status. Although there were only three total suspensions, that is 15.9% of the entire student population.
2. No additional indicators were reported due to a sample size of 10 or fewer.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 6 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 0 Students	No Performance Level 1 Student

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 0 Students			No Performance Level 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		4 Students

Conclusions based on this data:

1. Oak View High School is a CSI school for the 2023-24 school year due to a Very High suspension rate status. Although there were only three total suspensions, that is 15.9% of the entire student population.
2. No additional indicators were reported due to a sample size of 10 or fewer.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level 6 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 0 Students	No Performance Level 1 Student

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 0 Students			No Performance Level 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
		4 Students

Conclusions based on this data:

1. Oak View High School is a CSI school for the 2023-24 school year due to a Very High suspension rate status. Although there were only three total suspensions, that is 15.9% of the entire student population.
2. No additional indicators were reported due to a sample size of 10 or fewer.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Oak View does not currently have any English Learners.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. The College and Career Indicator was not reported on the Fall 2022 Dashboard.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. Absenteeism data was not included on the Dashboard due to student data privacy and small n-size student groups.
2. Local data shows the attendance rate at approximately 76%

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level	No Performance Level	
88.2% graduated	Less than 11 Students	
17 Students	1 Student	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	9 Students	4 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level Less than 11 Students 4 Students	No Performance Level Less than 11 Students 1 Student		No Performance Level 83.3% graduated 12 Students

Conclusions based on this data:

1. Although the dashboard graduation rate indicator was not reported, local data was analyzed in this area. Students can enroll and exit our program at any time during the school year, but normally will do so at the beginning or end of a grading period in order to maximize credit acquisition at the previous school. There is support for students to return to the comprehensive high school once they have met the criteria of recovered credits and have demonstrated acceptable behavior and attendance. One or two students elect to do this each year.
2. There are a few students who elect to remain at Oak View for a fifth year in order to complete graduation requirements and this is proving to be a good option. These students typically are positive role models for the other students as demonstrated in their behaviors, determination, and work ethics.
3. Oak View has a very stable student population and once students arrive at Oak View, the majority elect to stay until graduation, usually an average of 8 quarters. Students complete requirements at their own pace. This graph shows that the numbers of graduates for the past 3 years have been 13, 18, and 11 last year. It is hoped that the new career pathway program attracting more students will increase the numbers of graduates.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High 15.9% suspended at least one day 44 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 14.3% suspended at least one day 14 Students	No Performance Level 0% suspended at least one day 11 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 1 Student		High 9.1% suspended at least one day 33 Students

Conclusions based on this data:

1. Due to the small number of students enrolled at Oak View, even 2 or 3 suspensions can lead to a very high suspension percentage for the school. For example, last year, we had 5 suspensions and that put us over the threshold for the state accounting system in regards to too high of a suspension percentage. This is the reason that Oak View is registered as a CSI school for the 2023/24 school year. This year, we have been working on alternatives to suspensions to address the state's requirement.

2. Although the percentage of suspension is above the state average due to the small student population at Oak View, the number of suspensions has decreased consistently over the past 4 years. We believe that this is due to the presence of the counselor and principal on campus. They provide a more proactive than reactive environment in which to constructively help students who are involved in disciplinary issues. The school's girls' empowerment group, boys' teen issues group, and drug prevention group are part of the positive redirection approach.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

GOAL 1 - High Academic Achievement in a Climate of Care

Goal 1

To continue to increase students' mathematics knowledge, problem solving, and critical thinking skills.
The overall achievement levels in CAASPP mathematics scores for grade 11 will increase 10% each year

Identified Need

California Assessment of Student Performance and Progress (CAASPP) 2021-2022 - Data indicated lack of growth (Scale score of 2519 for years 2021 and 2022.)
Benchmark test scores.
2021/22 CAASPP mathematics scores, 20% of students met or exceeded standards.
Student Mathematics grades (17% D's and F's)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Scores	20% met or exceeded standard in 2021/22	30% meet or exceed standard
Mathematics Benchmarks	Initial screening in fall of 2023	Compilation of data and standard set
Mathematics grades- percent of students earning Cs or better	83% received C or better at 4th quarter mark in Spring 2023	90% receive C or better at 4th quarter mark 2024

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Hire a .2 Math TOSA to provide Mathematics PD for teachers and provide additional support for students. Provide additional manipulatives to support students with difficult mathematical concepts/skills

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	Comprehensive Support and Improvement (CSI)
8,000	Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Participate in District Mathematics Community of Practice- Provide hourly pay for teacher representative

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide stipend for TechLite (STEM) support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,250	LCFF - Base 1000-1999: Certificated Personnel Salaries
250	LCFF - Base 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low income students

Strategy/Activity

Provide additional math manipulatives and materials to assist students with learning abstract math concepts

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I Part A: Allocation 4000-4999: Books And Supplies
5000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development in the area of mathematics instructional practices to support struggling learners, including Universal Design for Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Comprehensive Support and Improvement (CSI)

	5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide in-person math tutoring before/during and/or after school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,449	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
3,000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Systems have been in place which allowed for the smooth implementation of differentiated mathematics curriculum. Through communication at weekly staff meetings and coordination with district and school site staff, we are beginning to see improvements in the student outcomes as evidence by improved math grades.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In a typical year, due to the movement of students at OVHS, it is difficult to evaluate the effectiveness of program changes. Students typically are not enrolled for the duration of 9th-12th grade. Often students arrive from a variety of grade levels at different times throughout the school year. This prevents us from being able to analyze data in many cases. The changes that were made in 2020/21 would normally have reflected in the 2021/22 CAASPP. We anticipated that scores would improve but they did not. Because of this data, OVHS staff has decided that it will

continue to refine our current strategies and implement the CSI funding strategies which include the math TOSA and the math intervention curriculum to improve results in 2023/24 CAASPP scores.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the CSI funds available we will be supplementing the school with enhancement funds aimed at additional trainings and supports for staff. The changes can be found in the SPSA in the areas of a Math TOSA, Intervention materials , and Conferences related to mathematics instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA

LEA/LCAP Goal

GOAL 1 - High Academic Achievement in a Climate of Care

Goal 2

Create effective communicators by raising reading and language arts skills.
Increase number of students who meet or exceeded standard on the California Assessment of Student Performance and Progress (CAASPP) by 10%

Identified Need

California Assessment of Student Performance and Progress (CAASPP) 2021-2022 - Data indicated growth (Scale score increased from 2565 in 2021 to 2636 in 2022), but still below district-wide ELA student performance data.
Benchmark test scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 11th grade ELA	60% met or exceeded standard in last year of recorded data.	70% meet or exceed standard
ELA Benchmarks	Initial screening in the fall of 2023	Compilation of data and standard set

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Benchmark reading pre and post test assessments. On-going during September or time of enrollment of each year and May.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Based on student achievement data, identify areas of improvement in ELA curriculum and instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide release time for teachers to evaluate their current language arts program to ensure standards alignment and accessibility

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
1000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide instructional materials to make the language arts program more accessible to diverse learners

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase high-interest books for classroom libraries to encourage reading

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Systems have been in place which allowed for the smooth implementation of differentiated ELA curriculum. Through communication at weekly staff meetings and coordination with district and school site staff, we are beginning to see improvements in the student outcomes as evidence by improved ELA grades.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In a typical year, due to the movement of students at OVHS, it is difficult to evaluate the effectiveness of program changes. Students typically are not enrolled for the duration of 9th-12th grade. Often students arrive from a variety of grade levels at different times throughout the school year. This prevents us from being able to analyze data in many cases. The changes that were made in 2020/21 would normally have reflected in the 2021/22 CAASPP. We anticipated that scores would improve but they did not. Because of this data, OVHS staff has decided that it will continue to refine our current strategies and implement the CSI funding strategies which include the ELA intervention curriculum to improve results in 2023/24 CAASPP scores.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the CSI funds available we will be supplementing the school with enhancement funds aimed at additional trainings and supports for staff. The changes can be found in the SPSA in the areas of ELA Intervention materials and Conferences related to ELA instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Socio-Emotional Health

LEA/LCAP Goal

GOAL 3 - Expand school safety and student/staff well being and LCAP Goal 4- Deepen student learning through nature-based experiences and environmental stewardship in all areas of the instructional program, and foster creativity, play, experiential, and inquiry-based learning

Goal 3

To improve graduation rate, lower suspension rate, and support and promote Healthy, Productive and Accountable Citizens who make responsible choices and show caring and respect for others infused into Oak View's school program.

Identified Need

Understanding of students in the Oak View population having unique academic, social, and psychological needs.
Absenteeism - 76% average daily attendance
Suspension rate Very high on California Dashboard.
Substance abuse rate - Alcohol/Marijuana 30 day usage above 20%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	# of suspension at the end of 2021/22 was 4	Fewer that 4 suspensions
Absenteeism rate	2021/22 average attendance 76%	90% attendance rate
CHKS- Substance Abuse (Current Use of Alcohol, Past 30 Days) OVHS - Page 44	2021/22 CHKS Data 31% used alcohol in the past 30 days	20% or fewer used alcohol in the past 30 days
CHKS- Substance Abuse (Current Use of Marijuana, Past 30 Days) OVHS - Page 44	2021/22 CHKS Data 28%	20% or fewer reporting that they used marijuana in the past 30 days

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a .1 Psychologist to provide to support implementation of new PBIS program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,902	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
2,000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Clean Teen program to support students with drug/alcohol awareness and cessation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
500	LCFF 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide nature-based experiences for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hire a CTE TOSA to support new CTE Education Pathway at Oak View

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
65,000	Other 1000-1999: Certificated Personnel Salaries
10,000	Other 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Add enrichment opportunities to increase student engagement and connectedness to school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,500	LCFF - Base 2000-2999: Classified Personnel Salaries

500	LCFF - Base 3000-3999: Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low income students

Strategy/Activity

Provide in-person tutoring to assist students struggling with meeting graduation requirements

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
165	Title I Part A: Allocation 3000-3999: Employee Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide industry-standard CTE materials/equipment to support CTE courses

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Other 4000-4999: Books And Supplies
7,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Pilot and purchase a Positive Behavioral Interventions and Supports (PBIS) program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development and release time to develop and refine CTE pathways

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development in PBIS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low income, English Learner and Foster Youth (when enrolled)

Strategy/Activity

Provide a part-time counselor to support unduplicated students (Low income, English Learner and Foster Youth) students with social-emotional, academic needs and attendance monitoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
4,410	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide a part-time counselor to support students with social-emotional needs, attendance monitoring and academic support to meet graduation requirements

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
64,000	LCFF - Base 1000-1999: Certificated Personnel Salaries
17,640	LCFF - Base 3000-3999: Employee Benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Include site discretionary funds to support students with school connectedness

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,759	Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Systems have been in place which allowed for the smooth implementation of socio-emotional well-being programs. Through communication at weekly staff meetings and coordination with district and school site staff, we are beginning to see improvements in the student outcomes as evidence by improved attendance, substance abuse reduction, and suspension rates.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In a typical year, due to the movement of students at OVHS, it is difficult to evaluate the effectiveness of program changes. Students typically are not enrolled for the duration of 9th-12th grade. Often students arrive from a variety of grade levels at different times throughout the school year. This prevents us from being able to analyze data in many cases. There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the CSI funds available we will be supplementing the program to provide additional professional development, supplies/materials, and new PBIS curriculum. The changes can be found in the SPSA in the areas of a Restorative Justice / Services professional development and Conference, Field Trip and School Enrichment Activities and Counseling Supports including Ludington Institute.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$1,465.00
Total Federal Funds Provided to the School from the LEA for CSI	$178,351
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$393,625.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$178,351.00
Title I Part A: Allocation	$1,465.00

Subtotal of additional federal funds included for this school: $179,816.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$500.00
LCFF - Base	$96,140.00
LCFF - Supplemental	$20,410.00
Other	$90,000.00
Unrestricted	$6,759.00

Subtotal of state or local funds included for this school: $213,809.00

Total of federal, state, and/or local funds for this school: $393,625.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	178,351.00
LCFF	500.00
LCFF - Base	96,140.00
LCFF - Supplemental	20,410.00
Other	90,000.00
Title I Part A: Allocation	1,465.00
Unrestricted	6,759.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	182,401.00
2000-2999: Classified Personnel Salaries	6,500.00
3000-3999: Employee Benefits	38,965.00
4000-4999: Books And Supplies	92,759.00
5000-5999: Services And Other Operating Expenditures	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	38,000.00

1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	35,351.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	6,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	70,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	15,000.00
4000-4999: Books And Supplies	LCFF	500.00
	LCFF - Base	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	65,250.00
2000-2999: Classified Personnel Salaries	LCFF - Base	6,500.00
3000-3999: Employee Benefits	LCFF - Base	18,390.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	4,410.00
1000-1999: Certificated Personnel Salaries	Other	65,000.00
3000-3999: Employee Benefits	Other	10,000.00
4000-4999: Books And Supplies	Other	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	800.00
3000-3999: Employee Benefits	Title I Part A: Allocation	165.00
4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
4000-4999: Books And Supplies	Unrestricted	6,759.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,449.00
Goal 2	44,000.00
Goal 3	271,176.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Kent Cromwell	Principal
Samantha Spitzer	Classroom Teacher
Elinore Wight	Other School Staff
Rachel Berman	Parent or Community Member
Morgan Novak-Flores	Secondary Student
Isabella Kauffman	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Kent Cromwell on 5-24-2023
	SSC Chairperson, Elinore Wight on 5-24-2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20 2023**

SUBJECT: **APPROVE THE DISTRICT'S INITIAL PROPOSAL FOR COLLECTIVE BARGAINING NEGOTIATIONS WITH THE OAK PARK TEACHERS ASSOCIATION**

PUBLIC HEARING/ACTION

ISSUE: Should the Board hold a public hearing and receive and adopt the Oak Park Unified School District's initial proposal for collective bargaining for the 2023-2024 school year and authorize the district's negotiator's to initiate negotiations on behalf of the Board?

BACKGROUND: All initial contract proposals of the Board and an employee organization which relate to matters within the scope of representation must be presented at a public meeting and shall thereafter be public records. Meeting and negotiating between district and employee organization representatives shall not take place on these initial proposals until a public hearing is held at a meeting where public has the opportunity to provide input. After the public hearing where the public has had an opportunity to provide input, the Board shall be asked to adopt, or revise, and approve the District's initial proposal and authorize the Superintendent to initiate negotiations on behalf of the Board. The initial proposal from OPTA is only included for information and no action needs to be taken on those. The board is only asked to approve the articles that the District is proposing.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy 4143.1, 4243.1 Public Notice - Personnel Negotiations All initial contract proposals of the Board and an employee organization which relate to matters within the scope of representation shall be presented at a public meeting and shall thereafter be public records. (Government Code 3547)

GOAL: In support of OPUSD Goal 3 - Provide meaningful communication and engagement opportunities with all educational partners to build strong relationships and trust across the school community.

ALTERNATIVES:
1. Receive and adopt the District's initial proposal authorizing the Superintendent to initiate negotiations with OPTA.
2. Receive, revise and adopt the District's initial proposal authorizing the Superintendent to initiate negotiations with OPTA.

RECOMMENDATION: Alternative #1

Prepared by: Stew McGugan, Assistant Superintendent Human Resources

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

Oak Park
UNIFIED SCHOOL DISTRICT
Educating Compassionate and Creative Global Citizens

BOARD OF EDUCATION
Soyan Hardy
Denise Helfstein
Megan Lantsman
Jim Moynihan
Tina Wang
Jeffrey Davis, Ed.D., Superintendent
www.oakparkusd.org
5801 Conifer Street
Oak Park, CA 91377
818-735-3200

To: Russ Peters, President, OPTA

From: Stew McGugan, Assistant Superintendent, Human Resources

Date: May 30, 2023

Re: Oak Park Unified School District Sunshine Proposals for 2023-2024 OPTA Negotiations

Consistent with the relevant provisions of the Educational Employment Relations Act (Government Code section 3540 *et seq.*), including Section 3547 of the Government Code, the Oak Park Unified School District ("District") sunshines the following initial proposals for the 2023-2024 certificated reopener negotiations with the Oak Park Teachers Association ("OPTA").

The Board proposes to maintain the provisions of the current certificated collective bargaining agreement, except as provided below:

Article 9 - Salaries and Compensation Regulations
The District will propose adjustments in employee compensation that will provide compensation commensurate with the District's obligation to maintain fiscal stability, while balancing the interest of a competitive workforce. The District may also propose language regarding the placement of teachers on the salary schedule.

Article 10 – Health and Welfare Benefits
The District will propose changes to current benefits, including District contribution, consistent with the District's interest in maintaining affordable benefits costs for its employees, District fiscal solvency, and a competitive workforce. The District will also propose language consistent with law and current District practices.

Article 21 – Evaluations
The District may propose revisions to the evaluation procedure for counselors and school psychologists to ensure that the process is consistent with the District's current practice for evaluating counselors and school psychologists and will propose a new evaluation form for use in these evaluations.

536-22/6626134.1

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President Russell Peters
rpeters@opusd.org

To: Oak Park Unified School District and Stewart McGugan

From: Russ Peters, OPTA President

Date: May 15, 2023

Oak Park Teachers Association Sunshine Proposal for 2023- 2024 Negotiations:

Article 9 - Salaries and Compensation Regulations

Article 10 - Health and Welfare Benefits

Article 11 - Work Year and Working Hours

Article 12 - Class Size

And all related MOUs, Articles and Appendices.

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE THE DISTRICT'S INITIAL PROPOSAL FOR COLLECTIVE BARGAINING NEGOTIATIONS WITH THE OAK PARK CLASSIFIED ASSOCIATION**

PUBLIC HEARING/ACTION

ISSUE: Should the Board hold a public hearing and receive and adopt the Oak Park Unified School District's initial proposal for collective bargaining for the 2023-2024 school year and authorize the District's negotiators to initiate negotiations on behalf of the Board?

BACKGROUND: All initial contract proposals of the Board and an employee organization which relate to matters within the scope of representation must be presented at a public meeting and shall thereafter be public records. Meeting and negotiating between district and employee organization representatives shall not take place on these initial proposals until a public hearing is held at a meeting where public has the opportunity to provide input. After the public hearing where the public has had an opportunity to provide input, the Board shall be asked to adopt, or revise, and approve the District's initial proposal and authorize the Superintendent to initiate negotiations on behalf of the Board. The initial proposal from OPCA is only included for information and no action needs to be taken on those. The board is only asked to approve the articles that the District is proposing.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy 4143.1, 4243.1 Public Notice - Personnel Negotiations All initial contract proposals of the Board and an employee organization which relate to matters within the scope of representation shall be presented at a public meeting and shall thereafter be public records. (Government Code 3547)

GOAL: In support of OPUSD Goal 3 - Provide meaningful communication and engagement opportunities with all educational partners to build strong relationships and trust across the school community.

ALTERNATIVES:
1. Receive and adopt the District's initial proposal authorizing the Superintendent to initiate negotiations with OPCA.
2. Receive, revise and adopt the District's initial proposal authorizing the Superintendent to initiate negotiations with OPCA.

RECOMMENDATION: Alternative #1

Prepared by: Stew McGugan, Assistant Superintendent Human Resources

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

Oak Park
UNIFIED SCHOOL DISTRICT

Educating Compassionate and Creative Global Citizens

BOARD OF EDUCATION
Soyan Hardy
Denise Helfstein
Megan Lantsman
Jim Moynihan
Tina Wang
Jeffrey Davis, Ed.D., Superintendent
www.oakparkusd.org
5801 Conifer Street
Oak Park, CA 91377
818-735-3200

To: Virginia Standring, President, OPCA

From: Stew McGugan, Assistant Superintendent, Human Resources

Date: May 30, 2023

Re: Oak Park Unified School District Sunshine Proposals for 2023-2024 OPCA Negotiations

Consistent with the relevant provisions of the Educational Employment Relations Act (Government Code section 3540 *et seq.*), including Section 3547 of the Government Code, the Oak Park Unified School District ("District") sunshines the following initial proposals for the 2022-2023 classified reopener negotiations with the Oak Park Classified Association ("OPTA").

The Board proposes to maintain the provisions of the current classified collective bargaining agreement, except as provided below:

Article 11 – Salaries, Pay, and Allowances
The District will propose adjustments in employee compensation that will provide compensation commensurate with the District's obligation to maintain fiscal stability, while balancing the interest of a competitive workforce.

Article 12 – Health and Welfare Benefits
The District will propose changes to current benefits, including District contribution, consistent with the District's interest in maintaining affordable benefits costs for its employees, District fiscal solvency, and a competitive workforce.

Article 18 – Hours of Employment and Overtime
The District will propose changes to the current language to clarify and define lunch periods and rest periods.

The District proposes to clean up language to correct typographical errors, provided such clean up does not change the meaning, purpose or intent of any provision(s) of the collective bargaining agreement, and to update any existing language to reflect changes to California law.

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INITIAL PROPOSAL FOR SUNSHINE

OAK PARK CLASSIFIED ASSOCIATION

MAY 31, 2023

Oak Park Classified Association (OPCA) proposes the following Articles for sunshine for the 2023-24 bargaining year:

ARTICLE 11 – SALARIES, PAY AND ALLOWANCES:

- Salaries, Pay and Allowances should ensure unit members earn a livable wage.

ARTICLE 12 – HEALTH AND WELFARE BENEFITS

- Health and Welfare Benefits should ensure unit members have the ability to provide adequate care for themselves and their dependents.

In addition, OPCA proposes the addition of a Safety Article to ensure unit member, student, and community safety.

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE 2023-2024 DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS**

ACTION

ISSUE: Shall the Board of Education approve the Declaration of Need for Fully Qualified Educators form CL-500 for the 2023-2024 denoting our potential need for use of emergency credentials?

BACKGROUND: Pursuant to regulations adopted by the California Commission on Teacher Credentialing, school districts are required to estimate the number of emergency permits needed for the school year before applying for any emergency permits for school personnel. The estimate must be submitted as a Declaration of Need for Fully Qualified Educators to the State of California Commission on Teacher Credentialing (CTC). The CTC requires each Board of Education to approve in public session, a declaration of anticipated needs in terms of staffing vacancies where emergency credentials may be needed.

While we rarely have need to use other than a fully credentialed teacher, the "Declaration of Need" process allows us the option to retain the services of a partially credentialed teacher in hard to fill teaching areas, if needed. Staff has evaluated the current need for teachers with emergency permits in 2023-2024 and included an estimate of additional needs that may arise during the school year based upon experience. At this time, the District estimates a minimal need for teachers with emergency permits.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to BP 4112.2 Certification - The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment or, when necessary, a fully prepared teacher serving on a local assignment option.

GOAL: N/A

ALTERNATIVES:

1. Approve the Declaration of Need for Fully Qualified Educators form CL-500 for the 2023-2024 denoting our potential need for use of emergency credentials.
2. Do not approve this Declaration of Need.

RECOMMENDATION: Alternative #1

Prepared by: Stewart McGugan, Assistant Superintendent, Human Resources

Respectfully submitted,

_____
Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Oak Park Unified School District District CDS Code: 73874

Name of County: Ventura County CDS Code: 56

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/20/2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Stew McGugan	S. McGugan	Assistant Superintendent - HR
Name	*Signature*	*Title*
818-879-0372	818-735-3226	05/23/2023
Fax Number	*Telephone Number*	*Date*

5801 Conifer Street
Mailing Address

smcgugan@opusd.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	3
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	
Teacher Librarian Services	1

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	1
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Physical Education	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☑ No

If no, explain. If needed we would work through our local universities.

Does your agency participate in a Commission-approved college or university internship program? ☑ Yes ☐ No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an internship program.

CSUN, CLU, CSUCI

If no, explain why you do not participate in an internship program.

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE CERTIFICATION OF SIGNATURES**

ACTION

ISSUE: To approve the authorization of the Board of Education to sign documents as submitted for Oak Park School District.

BACKGROUND: Annually at the beginning of each fiscal year, or after any reorganization, new board member taking oath of office or staff change, school districts need to declare the agent(s) authorized to sign orders, warrants, contracts, documents, etc. A statement of authorized agent(s) along with a verified signature must be filed with School Business and Advisory Services. The accompanying form is to be signed and returned to School Business and Advisory Services as any changes occur.

FISCAL IMPACT: N/A

BOARD POLICY: N/A

GOAL: N/A

ALTERNATIVES:
1. Approve the authorization of the Board of Education to sign documents as submitted.
2. Deny authorization for signing of documents.

RECOMMENDATION: Alternative #1.

Respectfully submitted,

_____
Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
CERTIFICATION OF SIGNATURES

I, **JEFF DAVIS**, Secretary to the Board of Education of the **OAK PARK UNIFIED SCHOOL DISTRICT** of Ventura County, California certify that the signatures shown below are the verified signatures of the person or persons authorized to sign orders drawn on the funds of the school district, Notices of Employment, Contracts, etc., appear in Part 2. These certifications are made in accordance with the provisions of Education Code Sections indicated. * If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

The approved signatures will be considered valid for the period of **JULY 1, 2023** – **DECEMBER 12, 2023**.

Date of Board Action: **JUNE 20, 2023** Signature: _____
Secretary of the Board

PART I

Signatures of Members of the Board

Signature: _____
Print/Type: Denise Helfstein
President of the Board of Education

Signature: _____
Print/Type: Jim Moynihan
Member of the Board of Education

Signature: _____
Print/Type: Soyon Hardy
Clerk of the Board of Education

Signature: _____
Print/Type: _____
Member of the Board of Education

Signature: _____
Print/Type: Tina Wang
Member of the Board of Education

Signature: _____
Print/Type: _____
Member of the Board of Education

Signature: _____
Print/Type: Megan Lantsman
Member of the Board of Education

*K-12 Districts
42632
42633

PART 2

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc. Please list after each name all items that a person is authorized to sign.

Signature: _____
Print/Type: **JEFF DAVIS**
Title: **SUPERINTENDENT**
Authorized to Sign: **A, B, C, D, E, F, G, 1, 2, 3, 4, 5**

Signature: _____
Print/Type: **ADAM RAUCH**
Title: **ASSISTANT SUPERINTENDENT, BUSINESS SERVICES**
Authorized to Sign: **B, C, D, E, F, G, 1, 2, 4, 5**

Signature: _____
Print/Type: **STEWART MCGUGAN**
Title: **ASSISTANT SUPERINTENDENT, HUMAN RESOURCES**
Authorized to Sign: **1, 2, 3**

Signature: _____
Print/Type: **TAMMY FERRIERA-HERZOG**
Title: **ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**
Authorized to Sign: **G, 2,**

Signature: _____
Print/Type: **BYRON JONES**
Title: **DIRECTOR, FISCAL SERVICES**
Authorized to Sign: **B, C, D, E, F, 5**

Please attach an extra sheet for additional signatures if needed. If the Board has given special instructions for the signing of checks or orders, please attach a copy of the resolution.

The following documents must be filed with School Business and Advisory Services, designating personnel who are authorized to approve and/or sign for:

A. Authorization to sign reports, budgets, and all documents requiring signature of Secretary or Clerk.

B. Authorization to approve payroll orders.

C. Authorization to approve commercial check orders.

D. Authorization to sign collection reports to the county.

E. Authorization to sign board approved budget transfers.

F. Authorization to sign Inter-fund and Intra-fund Transfers.

G. Authorization to sign Contracts after Board Approval.

Examples of documents requiring district authority (not required to be filed with School Business and Advisory Services):

1. Authorization to sign Employment Contracts.

2. Appointment of authorized agents, for federal and state applications.

3. Appointment of representatives to acquire surplus property.

4. Authorization to sign cafeteria reports.

5. Authorization to sign checks on district bank accounts, i.e., cafeteria; clearing account.

Districts must notify School Business and Advisory Services in writing and submit Board Approved signature authorization amendments as staff and/or organizational changes occur mid-year.

TO: **BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE PROPOSED BOARD MEETING SCHEDULE FOR THE 2023-2024 SCHOOL YEAR**

ACTION

ISSUE: Should the Board of Education approve the proposed Board Meeting schedule for the 2023-24 School Year.

BACKGROUND: For planning purposes, the meetings for the entire 2023-2024 school year need to be scheduled. The Board has not approved the dates listed beginning with January 2023, staff is requesting the Board to consider the recommended regular meeting dates at this time:

August 15, 2023	Single Regular Meeting in August
* September 12, 2023	Single Regular Meeting in September
October 17, 2023	Single Regular Meeting in October
November 14, 2023	Single Regular Meeting in November
*December 12, 2023	Annual Organizational Meeting
**January 23, 2024	Single Regular Meeting in January
February 20, 2024	Single Regular Meeting in February
March 19, 2024	Single Regular Meeting in March
April 16, 2024	Single Regular Meeting in April
*May 14, 2024	Single Regular Meeting in May
June 18, 2024	Single Regular Meeting in June

Board meetings are typically held on the 3rd Tuesday
Special Board Meetings will be added as they come up
* September, December, and May Meetings are on the 2nd Tuesday of the Month.
**January Meeting will be held on the 4th Tuesday of the month to factor in the school breaks to give staff time to prepare the agenda.

*Organization Meeting Falls on second Tuesday of the month and within 15 days after 2nd Friday of the Month.

Agendas for the regular meeting are posted 72 hours prior to the meeting. Special meeting will be added as needed with notice and agenda posted 24 hours prior to the meeting.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Bylaw 9320 Meetings and Notices - The Board shall hold one regular meeting each month. At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

GOAL: In support of OPUSD 3 Improve Engagement With Educational Partners

ALTERNATIVES:
1. Approve the proposed 2023-2024 Board Meeting Schedule
2. Approve an amended 2023-2024 Board Meeting Schedule

RECOMMENDATION: At Board's discretion.

Respectfully submitted,

_____
Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **ACCEPT OAK PARK CITIZENS' OVERSIGHT COMMITTEE ANNUAL REPORT FOR BOND MEASURE S**

ACTION

ISSUE: Shall the Board receive and accept the annual report of the Oak Park Citizens' Oversight Committee for Measure S?

BACKGROUND: A major provision of Bond Measure S is the establishment of a citizens' oversight committee to monitor the use of monies expended from these sources. As required by its bylaws, the full membership of the Board-appointed committee met four times. On May 31, 2023, the full Committee met to complete and approve its annual report for Measure S. The written report is included with this agenda, and it is anticipated that a member of the Oak Park Citizens' Oversight Committee will present the report at this evening's meeting.

FISCAL IMPACT: None; submittal and acceptance of the Bond Oversight Committees' annual report fulfills its obligation under Article XIII. B of the State Constitution to report to the Board and community on bond expenditures.

BOARD POLICY: Pursuant to Board Policy 7214 Facilities - If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278.

GOAL: In Support of Goal 4. – Utilizing resources efficiently and responsibly.

ALTERNATIVES:

1. Review and accept the annual report from the Oak Park Citizens' Bond Oversight Committee.
2. Do not accept the report.

RECOMMENDATION: Alternative No.1

Prepared by: Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

_____

Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Lantsman	_____	_____	_____	_____
Moynihan	_____	_____	_____	_____
Wang	_____	_____	_____	_____

Oak Park Citizens' Oversight Committee

2022 Measure S Annual Report

May 2023

Summary

- The District's auditor reported that the District spent $1,589,269 of Measure S funds during the fiscal year July 01, 2021 through June 30, 2022 on operations and facilities acquisition and improvements.
- The District's auditor found that the District's expenditures from, and accounting for, Measure S bond funds was in compliance with Generally Accepted Accounting Principles and the relevant statutes and regulations.
- The Citizens' Oversight Committee finds that the District's expenditures from Measure S bond funds was in compliance with the Measure S bond resolution project list included in the ballot measure passed by the voters.
- The Citizens' Oversight Committee finds that the District delivered good value to the taxpayers with regard to the costs and benefits of the projects funded by Measure S bond funds.
- The Citizens' Oversight Committee finds that there were no irregularities regarding the bond monies (bond issuance, expenditures, audits).

Background

On November 8, 2016 voters in the Oak Park Unified School District (the "District") authorized $60,000,000 in general obligation bonds for school projects as listed in the 2016 bond resolution project list included in the ballot measure passed by the voters. Specific construction and modernization projects include providing classrooms and labs for career and technology education classes, repairing or replacing facilities including roofs, plumbing, electrical and air conditioning systems; and upgrading instructional technology in the classroom.

Measure S is also referred to as the "Facility Improvement, Technology and Equipment Bond". Measure S was approved by at least 55% of the voters of Oak Park pursuant to the provisions of the Strict Accountability in Local School Construction Bonds Act of 2000, codified under Sections 15264 et seq. of the Educational Code (Proposition 39). The Act required that the school district Board of Trustees (the "Board") appoint a Citizens' Oversight Committee (the "COC" or "Committee") after the successful bond election.

The COC is required by state law to actively review and report on the proper expenditure of the taxpayers' money. The COC provides oversight and advises the public whether the District is spending Measure S bond funds for improvements within the scope of projects outlined in the Measure S project list.

Committee Purpose

The Committee is charged by statute with the following purposes:

1. To promptly alert the public to any waste or improper expenditure of school construction bond money.
2. To inform the public concerning the expenditure of bond revenues.
3. To ensure that bond revenues are expended only for the purposes described in the California Constitution; that is, for the construction, reconstruction, rehabilitation, or replacement of

school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities.
4. To ensure that no funds are used for any teacher or administrative salaries or other school operating expenses.

Committee Jurisdiction and Authorized Activities

In furtherance of its purposes, the Committee is authorized by statute to engage in the following activities:

1. Receive and review the annual independent performance audit required by the California Constitution.
2. Receive and review the annual independent financial audit required by the California Constitution.
3. Inspect school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIIIA of the California Constitution.
4. Review efforts by the District to maximize the impact of bond expenditures by implementing cost-saving measures, including, but not limited to, all of the following mechanisms:
   a. Mechanisms designed to reduce the costs of professional fees.
   b. Mechanisms designed to reduce the costs of site preparation.
   c. Recommendations regarding the joint use of core facilities.
   d. Mechanisms designed to reduce costs by incorporating efficiencies in school design.
   e. Recommendations regarding the use of cost-effective and efficient reusable facility plans.

It is also important to note that the Committee does not perform certain functions such as participate in the District's actual bond sale and issuance process nor participate in the bid process for contractors or consultants (Proposition 39 Roles and Responsibilities, III. I.). It is within these parameters that the Committee performed its functions during the period from February 2022 through April 2022.

Audits

Proposition 39 requires that the sponsoring school district of an approved measure conduct an annual independent performance audit to ensure that the bond funds have been expended only on the specific projects included on the list of projects the district was required to provide when Measure S was presented to the voters.

Proposition 39 also requires that the school district conduct an annual independent financial audit of the proceeds from the sales of the bonds until all the proceeds have been expended for the school facilities projects. In compliance with the above requirements, the annual financial and performance audits of the District's Measure S bond expenditures for the fiscal year ended June 30, 2022 were conducted by Christy White Accountancy Corporation ("CWA"), an independent auditing firm. The report is dated March 13, 2023.

With respect to the annual **financial** audit of the financial statements of the Measure S Building Bond Fund of Oak Park Unified School District ("Measure S Bond Fund") for the fiscal year ended June 30, 2022, CWA issued an unmodified opinion. CWA also tested internal controls over financial reporting and compliance with laws, regulations, or provisions of contracts or agreements and determined that no significant deficiencies were noted.

With respect to the annual **performance** audit, CWA found that the District complied, in all material respects, with the types of compliance requirements that are applicable to the Measure S Bond Fund for the fiscal year ended June 30, 2022. CWA verified that funds were generally expended for the construction, renovation, furnishing, and equipping of school facilities constituting authorized bond projects by review of supporting documentation.

- CWA selected a representative sample of expenditures charged to the Measure S Bond Building Fund and reviewed supporting documentation to ensure funds were properly expended on specific project(s) listed in the text of the Measure S ballot.
- CWA tested approximately $560 thousand of non-personnel expenditures or 35% of total 2021-22 Measure S Bond Building Fund expenditures for validity, allowability and accuracy and concluded that the sampled expenditures appeared in compliance with the terms of Measure S ballot language, the District approved facilities plan, and applicable state laws and regulations.
- CWA reviewed salaries and benefits charged to the Measure S Bond Building Fund to verify that the personnel expenditures were allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General, which concluded that "a school district may use Proposition 39 school bond proceeds to pay the salaries of district employees to the extent they perform administrative oversight work on construction projects authorized by a voter approved bond measure."
- CWA reviewed a listing of all employees charged to the Measure S Bond Building Fund and found that all employees held positions applicable to the local school construction bond. Further, we selected a sample of employees charged to review personnel files and personnel action reports for proper allocation of salaries and benefits. Based on our testing, salary transactions were not used for general administration operations. Personnel costs charged to the Measure S Bond Building Fund appeared allowable.
- CWA reviewed a listing of contracts awarded during the fiscal year ended June 30, 2022 and selected a sample to ensure that contracts for public projects followed appropriate bidding procedures per applicable Public Contract Code. Additionally, we reviewed overall expenditures by vendor in order to determine if multiple projects under the applicable bidding threshold were identified to suggest any possible bid-splitting.
- CWA tested one (1) contracts awarded during the year. We noted that applicable bidding procedures were followed and that contracts were appropriately awarded to the lowest responsible bidder for Project 20-18S Exterior Improvements for Red Oak Elementary.
- Based on CWA's review of overall expenditures and projects by Ardalan Construction Company Inc., no instances or possible indications of bid-splitting were identified. The District appears to be properly reviewing projects and applying appropriate procedures over contract and bidding procedures.
- CWA reviewed a listing of contracts and change orders during the fiscal year ended June 30, 2022 and selected a sample to ensure that change orders were properly approved and in accordance with District policies. Additionally, change orders were reviewed to ensure that the total of each change order did not exceed ten percent of the total original contract.
- CWA reviewed a total of four (4) change orders for the Project 18-21S Classroom Furniture for MCMS, Project 20-18S PreQual Services for Contractors at ROES, Project 20-23S HVAC Install Classrooms R16/R17 OPHS, and Project 21- 01S Turf Replacement at OPHS and verified that the total of the change orders did not exceed ten percent of the total contract with Southwest School Supply, Colbi Technologies, Inc., Controlled Elements Corp, and Hellas Construction Inc. All change orders were properly reviewed and approved by management and the governing board in accordance with District policy.

Committee Activities

In order to fulfill the Committee's purpose as described above, the Committee engaged in the following activities:

- The Oak Park Unified School District's Citizens' Oversight Committee met on November 16, 2022, March 1, 2023, May 10, 2023, and May 31, 2023.
- On May 10, 2023, the Committee members met with CWA to review the audit findings for the fiscal year ending June 30, 2022. Both the financial audit and the performance audit were reviewed and approved by the Committee. The Board of Education accepted the audit on April 25, 2023.
- To understand the expenditures for the unaudited period from July 1, 2021 to February 2022, the Committee reviewed a summary of the District's unaudited expenditures through February 21, 2022.

Citizens' Oversight Committee Findings

1. Note that the Committee is reporting on the 2021-22 fiscal year, which is the period from July 1, 2021 through June 30, 2022 and addressed in the CWA audit report:
    a. The Committee did not find instances of waste or improper expenditures.
    b. The Committee found no instances of expenditures other than for the purposes set forth in the bond measure.

2. CWA reported that the District spent $1,589,269 of Measure S funds during the fiscal year July 01, 2021 through June 30, 2022 on operations and facilities acquisition and improvements.

3. As of March 30, 2023, the District reported that total inception to date expenditures for Measure S were $34,270,641.56 (unaudited).

4. As of June 30, 2022, CWA reported that the fund balance for the Measure S Bond Fund was $16,658,474. As of June 30, 2022, CWA reported that the District had no commitments with respect to unfinished Measure S capital projects. It is expected that these funds will be expended in accordance with the Board-approved Measure S Master Plan.

Respectfully submitted,
OAK PARK CITIZENS' OVERSIGHT COMMITTEE
Aprylle Beck, Committee Chair

Citizens' Bond Oversight Committee Members:

Eric Tescher
Aprylle Beck
Brett Oberst
Ty Avendano
Sal Portaro
Pancheng Wang
Eric Newman

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **REVIEW AND APPROVE NAME CHANGE REQUEST FOR OAK PARK NEIGHBORHOOD SCHOOL**

ACTION

ISSUE: Shall the Board Review and Approve Name Change Request for Oak Park Neighborhood School?

BACKGROUND: The Oak Park Neighborhood School was established in August 2002 through a joint collaboration between Oak Park Neighborhood for Learning and Oak Park Unified School District through subsidy funding from Ventura County Children and Families First Commission (First 5.) The district was notified in March 2019 that the First 5 Ventura County funding would end on June 30, 2021. OPNS no longer receives any funding from First 5.

At its April 25, 2023 meeting, the renaming request was presented to the OPUSD Board of Education. The Board recommended that staff seek input pursuant to our Board Policy 7310, Naming of School or Facility. Dr. Davis convened a naming committee and tasked it with reviewing the community input survey data and coming forward with a recommendation to the OPUSD Board of Education. At this meeting the staff will share the results of the survey and recommendation of the committee.

FISCAL IMPACT: None

BOARD POLICY: Pursuant to Board Policy BP 7310 – Naming a School/Facility - Before adopting any proposed name, the Board shall take input from the public at a regular board meeting.

GOAL: In Support of OPUSD Goals: Goal 3: Improve Engagement With Educational Partners

ALTERNATIVES:
1. Approve the naming committee's recommendation and request to change for Oak Park Neighborhood School.
2. Do not approve the name change recommendation and request.

RECOMMENDATION: Alternative #1

Prepared by: Jennifer Golden, Director of Early Education Program

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OPNS Renaming: Community Input Survey Results and Preschool Naming Committee Recommendations
June 20, 2023

Background

For more than twenty years, Oak Park Neighborhood School (OPNS) has served preschoolers in a high-quality, Reggio-inspired preschool program. OPNS was established in August 2002 through a joint collaboration between Oak Park Neighborhood for Learning and Oak Park Unified School District through subsidy funding from Ventura County Children and Families First Commission (First 5.) Thus, OPNS was a Neighborhoods for Learning (NfL) affiliate school. The district was notified in March 2019 that the First 5 Ventura County funding would end on June 30, 2021.

Although OPNS incorporated the tagline, "for preschoolers and their families," the current name of the school does not contain the word "preschool." We are proposing changing the name of the school so that it is easy for prospective families to know that it is a preschool. Additionally, with the expansion of Transition Kindergarten (TK)-eligible students, staff feels it is more important than ever to differentiate that the District also offers a high-quality preschool program.

Public Input as required by Board Policy 7310:

At its April 25, 2023 meeting, the renaming request was presented to the OPUSD Board of Education. The Board recommended that staff seek input pursuant to our Board Policy 7310, Naming of School or Facility.

Board Policy 7310 Naming of a School/Facility requires that the Board of Education make its selection from names suggested by students, staff members, parents, and Oak Park community members. Names may relate to the geography, ecology, anthropology, or history of the Oak Park area and/or on the focus of the school, with the intent to choose a name that brings meaning to the Oak Park Unified School District and the Oak Park community. Any name adopted for any new school may not be so similar to the name of any existing district school as to result in confusion to members of the community.

In addition:

Survey Methodology

In order to obtain input from staff, parents, and community members per board policy, a community input survey was sent via ParentSquare and posted on the OPUSD website on May 12, 2023, and was open through May 23, 2023.

A Preschool Naming Committee was formed and tasked with reviewing the community input survey data and coming forward with a recommendation to the OPUSD Board of Education. The committee met on June 7, 2023 and reviewed the educational partner input and discussed the name they would like to recommend to the Board for adoption.

Preschool Naming Committee

A Preschool Naming Committee was formed and included:

- a current preschool parent/executive board member of the OPNS Parent Advisory Board (PAB);
- a current OPUSD school board member;
- the OPUSD Director of Early Childhood Education;
- the OPUSD Assistant Superintendent of Educational Services;
- an OPNS teacher; and
- an OPUSD elementary principal.

The committee was tasked with reviewing the community input survey data and coming forward with a recommendation to the OPUSD Board of Education.

Survey Participation

248

Parents

- 162 with children in the District- not at OPNS
- 42 Currently Attend OPNS
- 7 Future Attendees
- 36 past attendees of OPNS

79

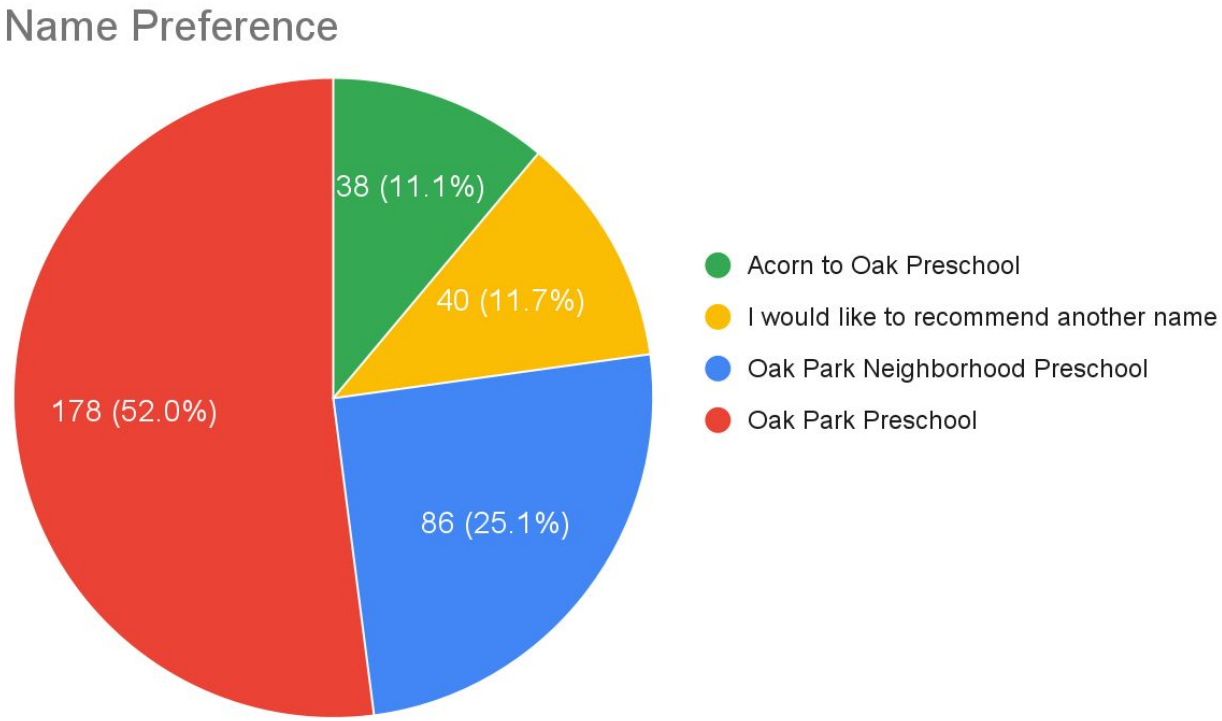
Staff

- 6 OPNS
- 73 DistrictWide

15

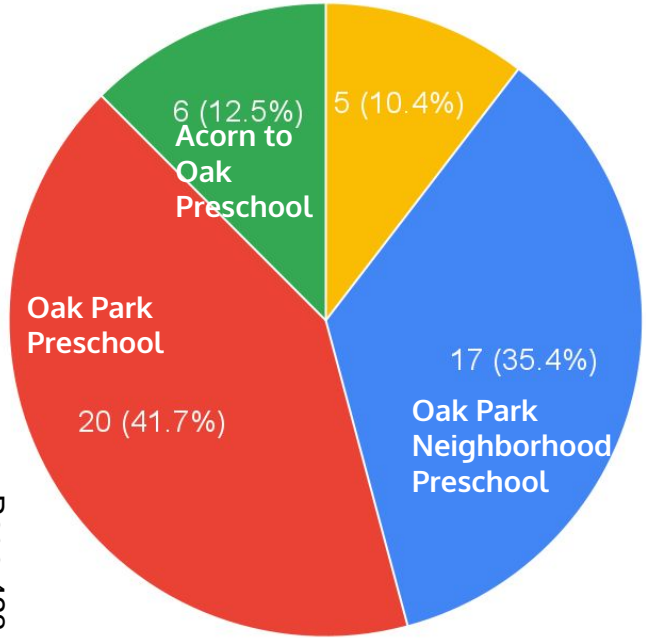
Community Members

Overall Results for all groups



Survey Results of OPNS Staff and Parents (48 responses - 6 staff, 42 parents)

Name preference:



Legend

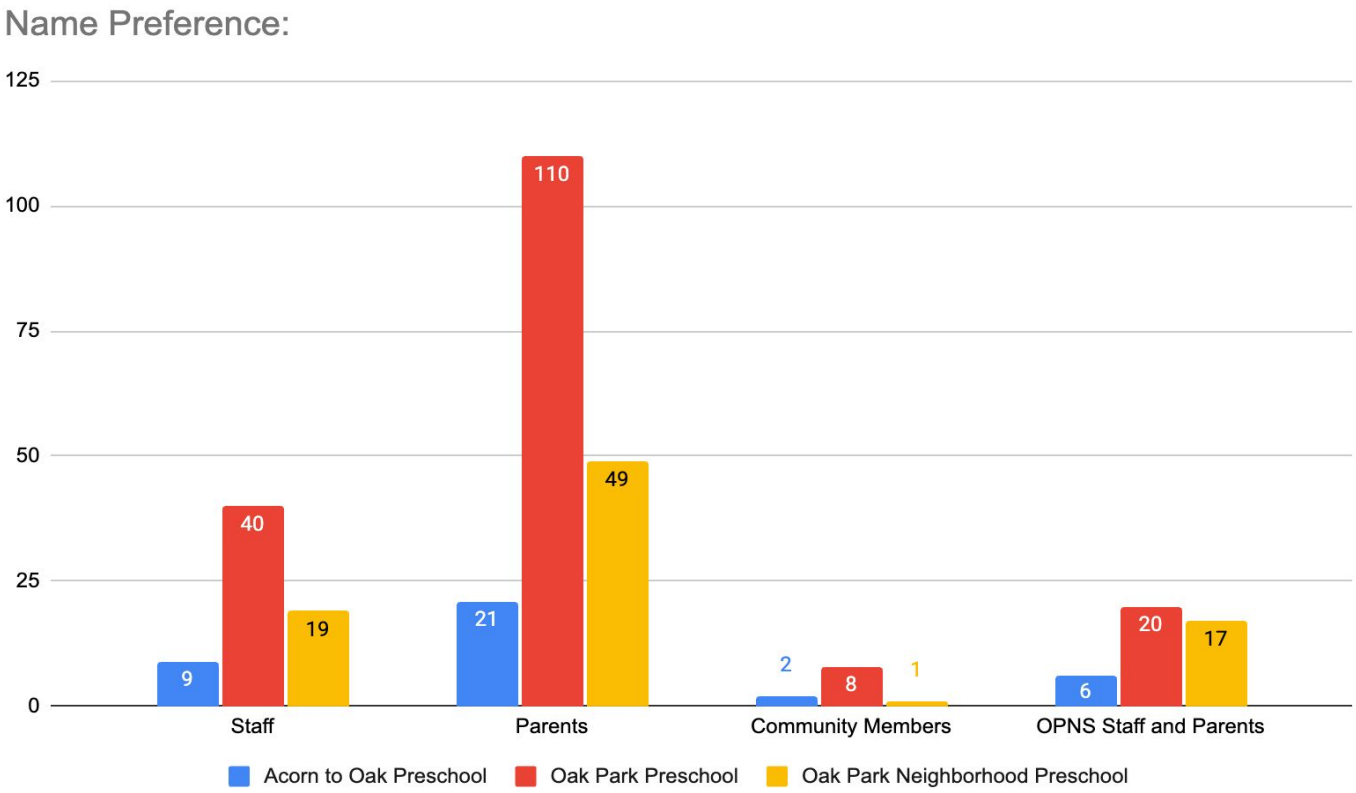
- I would like to recommend another name
- Oak Park Neighborhood Preschool
- Oak Park Preschool
- Acorn to Oak Preschool

Other names recommended

- Blue planet
- Neighborhood preschool of Oak Park
- Oak Park Ducklings Preschool
- Oak Park Reggio Preschool
- The Neighborhood Preschool

Note: OPNS Staff's preference was to retain the word neighborhood and to replace school with preschool.

Preferred name overall comparison



Other Name Recommendations:

Aaronson Preschool
Aaronson Preschool (named for Jen Aaronson)
Acorn Academy
Acorn Preschool
Blue planet
Brilliant Beginnings of Oak Park or Oak Park Learning Academy
Great Minds Preschool
Growing Acorn Preschool
Growing Oak Preschool
Growing Oaks
Jack and Jill Preschool
ames Cunin Developmental Academy
anon kindergarten - school mascot “sprouts”
night Preschool (after Dr, Knight!)
Little Acorns
Little Acorns Preschool
Little Learners Preschool at Oak Park
Little Oaks Preschool
Neighborhood preschool of Oak Park
Oak Brook Preschool
Oak Hills Learning Center
Oak Hills Preschool
Oak Park Beginners School
Oak Park Community Preschool
Oak Park Discovery Preschool
Oak Park Ducklings Preschool
Oak Park Early Learning Center
Oak Park Jumpstart Preschool - OPJP
Oak Park Learning Academy

Other Name Recommendations, Continued/Comment:

Oak park prances
Oak Park Reggio Preschool
Oak Park's Little Learners Preschool
Oak Tree Preschool
Olivetti Pre-School
OPUSD Preschool
The Neighborhood Preschool
Tiny Oaks preschool
Wild Oaks Preschool

Oak Park Neighborhood Preschool is the best name as it's not a big change. I like that is has Oak Park as part of it's name. I always thought it odd that the name was OP neighborhood school and not preschool, I thought that was confusing. As an additional though this could also be an opportunity to change the name to reflect our natural surroundings or recognize and honor the heritage of Oak Park. One idea, with OPNS located on the OHES campus and their mascot a coyote, what about the little coyote preschool or Oak Park little coyote preschool or Little Coyote preschool of Oak Park? Another idea is to use a Chumash word in the name to honor the early people of Oak Park? I found these Chumash words online (they would probably need verification first) Sh'apay=Explore or Nikunyay=Learn, maybe the Sh'apay Oak Park Preschool or the Nikunyay Oak Park Preschool. Thanks for your consideration.

Preschool Naming Committee Considerations

After review of the survey data by the Preschool Naming Committee, the following considerations were noted:

- Overall, Oak Park Preschool was the preferred name.
- The majority of preschool staff voted for Oak Park Neighborhood Preschool.
- The committee discussed the strong legacy/reputation of the preschool, and the positive historical association with the "neighborhood" aspect of the name.
- In addition, the committee discussed associations with Mr. Rogers' neighborhood.
- The committee discussed that a now-defunct preschool in community was called Oak Park Preschool. Concern expressed regarding potential confusion between programs.

Name Recommendation

After careful consideration of input provided by staff, parents, and community members, the preschool committee recommendation is simply to change the name from Oak Park Neighborhood School to **Oak Park Neighborhood Preschool**.

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AND ADOPT PROPOSED 2023-2024 OAK PARK UNIFIED SCHOOL DISTRICT ANNUAL OPERATING BUDGET**

ACTION

ISSUE: Shall the Board adopt the proposed 2023-2024 Oak Park Unified School District annual operating budget?

BACKGROUND: On May 11, 2023, Governor Newsom presented the May Revision to his 2023-2024 state budget proposal presented in January of this year. On June 13, 2023, OPUSD solicited the recommendations and comments of the public regarding the District's proposed 2023-24 budget. The proposed budget incorporates the most current information available, including LCAP recommendations, local budget assumptions, enrollment and staffing projections, and revenue and expenditure forecasts. The proposed 2023-24 OPUSD budget and supporting documents are included for the Board review.

BOARD POLICY: Pursuant to Board Policy Budget 3100 - The Board shall adopt the district budget at a public meeting held after the date of the public hearing but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP.

GOAL: In Support of OPUSD Goal 4 - Maintain a sustainable planning and budgeting process collaborating with all groups.

ALTERNATIVES:

1. Approve and adopt the proposed 2023-2024 Oak Park Unified School District annual budget.
2. Do not approve the budget.

RECOMMENDATION: Alternative No. 1

Prepared by: Byron Jones, Director, Fiscal Services
Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

Estimated Actuals 22/23 & Proposed Budget 23/24

REVENUE DETAIL	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
LCFF Revenue Sources (8010-8099)	$ 46,103,572	$ 48,913,298	$ 2,809,726	$ -	$ -	$ -	$ 46,103,572	$ 48,913,298	$ 2,809,726
Federal Revenue (8100-8299)	$ -	$ -	$ -	$ 1,523,051	$ 1,192,246	$ (330,805)	$ 1,523,051	$ 1,192,246	$ (330,805)
Other State Revenues (8300-8599)	$ 968,347	$ 919,790	$ (48,557)	$ 5,036,431	$ 1,092,979	$ (3,943,452)	$ 6,004,778	$ 2,012,769	$ (3,992,009)
Other Local Revenue (8600-8799)	$ 475,848	$ 20,000	$ (455,848)	$ 5,880,059	$ 5,153,397	$ (726,662)	$ 6,355,907	$ 5,173,397	$ (1,182,510)
Total Revenues	**$ 47,547,767**	**$ 49,853,088**	**$ 2,305,321**	**$ 12,439,541**	**$ 7,438,622**	**$ (5,000,919)**	**$ 59,987,308**	**$ 57,291,710**	**$ (2,695,598)**

Expenditure Detail SALARIES & BENEFITS (1000-3999)	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
Total Certificated Salaries(1000-1999)	$ 23,488,330	$ 23,930,180	$ (441,850)	$ 2,981,247	$ 3,228,245	$ (246,998)	$ 26,469,577	$ 27,158,425	$ (688,848)
Total Classified Salaries (2000-2999)	$ 5,665,299	$ 6,154,286	$ (488,987)	$ 2,915,398	$ 2,538,944	$ 376,454	$ 8,580,697	$ 8,693,230	$ (112,533)
Total Employee Benefits (3000-3999)	$ 10,718,782	$ 11,216,425	$ (497,643)	$ 2,190,126	$ 2,376,012	$ (185,886)	$ 12,908,908	$ 13,592,437	$ (683,529)
Total Salaries & Benefits	**$ 39,872,411**	**$ 41,300,891**	**$ (1,428,480)**	**$ 8,086,771**	**$ 8,143,201**	**$ (56,430)**	**$ 47,959,182**	**$ 49,444,092**	**$ (1,484,910)**

BOOKS AND SUPPLIES (4000-4999)	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
Approved Textbooks (4100)	$ 210,851	$ 113,490	$ 97,361	$ 612,325	$ 281,199	$ 331,126	$ 823,176	$ 394,689	$ 428,487
Other Books and Reference Materials (4200)	$ 6,523	$ 1,900	$ 4,623	$ 8,967	$ 20,000	$ (11,033)	$ 15,490	$ 21,900	$ (6,410)
Materials and Supplies (4300)	$ 432,327	$ 413,211	$ 19,116	$ 731,174	$ 458,007	$ 273,167	$ 1,163,501	$ 871,218	$ 292,283
Non-Capitalized Equipment (4400)	$ 191,856	$ 650,890	$ (459,034)	$ 533,837	$ 27,972	$ 505,865	$ 725,693	$ 678,862	$ 46,831
Total Books and Supplies	**$ 841,557**	**$ 1,179,491**	**$ (337,934)**	**$ 1,886,303**	**$ 787,178**	**$ 1,099,125**	**$ 2,727,860**	**$ 1,966,669**	**$ 761,191**

SERVICES AND OTHER OPERATING EXPENSES (5000-5999)	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
Travel and Conference (5200)	$ 98,699	$ 58,015	$ 40,684	$ 129,443	$ 91,000	$ 38,443	$ 228,142	$ 149,015	$ 79,127
Dues and Memberships (5300)	$ 48,718	$ 58,112	$ (9,394)	$ -	$ -	$ -	$ 48,718	$ 58,112	$ (9,394)
Insurance (5400-5450)	$ 835,593	$ 1,113,991	$ (278,398)	$ -	$ -	$ -	$ 835,593	$ 1,113,991	$ (278,398)
Gas Utility Service (5510)	$ 112,690	$ 130,000	$ (17,310)	$ -	$ -	$ -	$ 112,690	$ 130,000	$ (17,310)
Electric Utility Service (5520)	$ 359,173	$ 285,035	$ 74,138	$ -	$ -	$ -	$ 359,173	$ 285,035	$ 74,138
Water Utility Service (5540)	$ 279,302	$ 300,000	$ (20,698)	$ -	$ -	$ -	$ 279,302	$ 300,000	$ (20,698)
Trash / Sewer Services (5560)	$ 280,893	$ 309,889	$ (28,996)	$ -	$ -	$ -	$ 280,893	$ 309,889	$ (28,996)
Rents, Leases, and Repairs (5600)	$ 193,771	$ 147,329	$ 46,442	$ 589,560	$ 486,000	$ 103,560	$ 783,331	$ 633,329	$ 150,002
Professnl/Consult Serv & Opera (5800)	$ 142,106	$ 139,606	$ 2,500	$ 1,758	$ -	$ 1,758	$ 143,864	$ 139,606	$ 4,258
Other Operating Expense (5820)	$ 1,200,872	$ 1,317,080	$ (116,208)	$ 2,440,370	$ 1,399,353	$ 1,041,017	$ 3,641,242	$ 2,716,433	$ 924,809
Legal Fees (5899)	$ 243,161	$ 243,160	$ 1	$ 15,792	$ 20,000	$ (4,208)	$ 258,953	$ 263,160	$ (4,207)
Telephone and Communications (5900)	$ 27,693	$ 34,360	$ (6,667)	$ -	$ -	$ -	$ 27,693	$ 34,360	$ (6,667)
Total Services and Other Operating Expenditures	**$ 3,822,671**	**$ 4,136,577**	**$ (313,906)**	**$ 3,176,923**	**$ 1,996,353**	**$ 1,180,570**	**$ 6,999,594**	**$ 6,132,930**	**$ 866,664**

CAPITAL OUTLAY (6000-6999)	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
Site Improvements (6100)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Equipment New $5000+ (6400)	$ -	$ -	$ -	$ 37,194	$ -	$ 37,194	$ 37,194	$ -	$ 37,194
Total Capital Outlay	**$ -**	**$ -**	**$ -**	**$ 37,194**	**$ -**	**$ 37,194**	**$ 37,194**	**$ -**	**$ 37,194**

OTHER OUTGO (7100-7299, 7400-7499, & 7300-7399)	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
Excess Costs payments to Other (7141)	$ -	$ -	$ -	$ 222,048	$ 211,573	$ 10,475	$ 222,048	$ 211,573	$ 10,475
Excess Costs payments to County (7142)	$ 52,703	$ -	$ 52,703	$ 112,595	$ 157,633	$ (45,038)	$ 165,298	$ 157,633	$ 7,665
Debt Service - Interest (7438)	$ 4,422	$ 2,105	$ 2,317	$ -	$ -	$ -	$ 4,422	$ 2,105	$ 2,317
Debt Service - Principal (7439)	$ 53,649	$ 55,966	$ (2,317)	$ -	$ -	$ -	$ 53,649	$ 55,966	$ (2,317)
Transfers of Indirect Costs (7310)	$ (32,415)	$ (29,038)	$ (3,377)	$ 32,415	$ 29,038	$ 3,377	$ -	$ -	$ -
Transfers of Indirect Costs (7350) (Club & CNS)	$ (57,144)	$ (63,997)	$ 6,853	$ -	$ -	$ -	$ (57,144)	$ (63,997)	$ 6,853
Other Outgo Total	**$ 21,215**	**$ (34,964)**	**$ 56,179**	**$ 367,058**	**$ 398,244**	**$ (31,186)**	**$ 388,273**	**$ 363,280**	**$ 24,993**

	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
Total Expenditures	**$ 44,557,854**	**$ 46,581,995**	**$ (2,024,141)**	**$ 13,554,249**	**$ 11,324,976**	**$ 2,229,273**	**$ 58,112,103**	**$ 57,906,971**	**$ 205,132**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES	**$ 2,989,913**	**$ 3,271,093**		**$ (1,114,708)**	**$ (3,886,354)**		**$ 1,875,205**	**$ (615,261)**	

OTHER FINANCING SOURCES	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	UNRESTRICTED Difference	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	RESTRICTED Difference	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24	COMBINED Difference
Transfer In	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Transfer Out (7611): GF to Fund 120 (Club)	$ -	$ -	$ -	$ -	$ 734,133	$ (734,133)	$ -	$ 734,133	$ (734,133)
Transfer Out (7616): GF to Fund 130 (CNS)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Transfer Out (7612): GF to Fund 170 (Special Reserve)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contributions (8980)	$ (2,769,253)	$ (3,251,094)	$ (481,841)	$ 2,769,253	$ 3,251,094	$ 481,841	$ -	$ -	$ -
Total Other Financincing Sources	**$ (2,769,253)**	**$ (3,251,094)**	**$ (481,841)**	**$ 2,769,253**	**$ 2,516,961**	**$ (252,292)**	**$ -**	**$ (734,133)**	**$ (734,133)**

FUND BALANCE RESERVES	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24
Beginning Fund Balance (July 1)	**$ 2,429,783**	**$ 2,650,443**	**$ 2,730,627**	**$ 4,385,172**	**$ 5,160,410**	**$ 7,035,615**
NET INCREASE (DECREASE) IN FUND BALANCE	$ 220,660	$ 19,999	$ 1,654,545	$ (1,369,393)	$ 1,875,205	$ (1,349,394)
Ending Balance (June 30)	**$ 2,650,443**	**$ 2,670,442**	**$ 4,385,172**	**$ 3,015,779**	**$ 7,035,615**	**$ 5,686,221**

COMPONENTS OF FUND/ENDING BALANCE	UNRESTRICTED Estimated Actuals 2022-23	UNRESTRICTED Proposed Budget 2023-24	RESTRICTED Estimated Actuals 2022-23	RESTRICTED Proposed Budget 2023-24	COMBINED Estimated Actuals 2022-23	COMBINED Proposed Budget 2023-24
·Restricted	$ -	$ -	$ 4,385,172	$ 3,015,779	$ 4,385,172	$ 3,015,779
·Assigned						
· Additional Funds Beyond Fund 17 to Meet 3% REU	$ 55,343	$ 71,213	$ -	$ -	$ 55,343	$ 71,213
· Additional Funds to Meet 6% REU Policy	$ 1,743,363	$ 1,759,233	$ -	$ -	$ 1,743,363	$ 1,759,233
· Stabilization Funds to Offset Outyear Deficit Spending	$ 849,237	$ 839,996	$ -	$ -	$ 849,237	$ 839,996
· Prepaid	$ 2,500	$ -	$ -	$ -	$ 2,500	$ -
·Unassigned Reserves	$ (0)	$ (0)	$ -	$ -	$ (0)	$ (0)
Fund 17: Special Reserve Fund (REU)	$ 1,688,020	$ 1,688,020	$ -	$ -	$ 1,688,020	$ 1,688,020
Total REU Amount (Fund 17 + Assigned Fund Balance)	**$ 3,486,726**	**$ 3,518,466**	$ -	$ -	**$ 3,486,726**	**$ 3,518,466**

State Statute 3% REU	**$ 1,743,363** / **$ 1,759,233**
District Minimum Reserve Policy 6% REU	**$ 3,486,726** / **$ 3,518,466**

Total Unrestricted Reserve Amount - Including All Assignments	**$ 4,338,463** / **$ 4,358,462**
Total Unrestricted Reserves by Percent - Including All Assignments	**7.47%** / **7.43%**

Multi-Year Projection - Combined

General Fund	Proposed Budget 2023-24	Projection 2024-25	Projections 2025-26
Revenues and Other Financing Sources			
LCFF Revenue	$ 48,913,298	$ 49,477,850	$ 50,295,434
Federal Revenue	$ 1,192,246	$ 1,091,598	$ 1,091,598
State Revenue	$ 2,012,769	$ 1,462,742	$ 1,455,765
Local Revenue	$ 5,173,397	$ 4,991,352	$ 4,991,927
Contributions (SPED/Maint)	$ -	$ -	$ -
Total Revenue	**$ 57,291,710**	**$ 57,023,542**	**$ 57,834,724**
Expenditures and Other Financing Uses			
Certificated Salaries	$ 27,158,425	$ 27,401,534	$ 27,684,890
Classified Salaries	$ 8,693,230	$ 8,783,336	$ 8,886,115
Benefits	$ 13,592,437	$ 13,833,293	$ 13,969,236
Books and Supplies	$ 1,966,669	$ 1,885,630	$ 1,886,327
Services and Operating	$ 6,132,930	$ 6,166,759	$ 6,272,259
Capital Outlay	$ -	$ -	$ -
Other Outgo	$ 363,280	$ 363,280	$ 363,280
Other Financing Uses: Transfers Out	$ 734,133	$ 213,716	$ -
Total Expenditures & Transfers Out	**$ 58,641,104**	**$ 58,647,549**	**$ 59,062,107**
Net Increase (Decrease) in Combined Fund Balance	**$ (1,349,394)**	**$ (1,624,006)**	**$ (1,227,383)**
Net Increase (Decrease) in Unrestricted Fund Balance	***$ 19,999***	***$ (565,513)***	***$ (613,488)***
Fund Balance			
Beginning Fund Balance: July 1	$ 7,035,615	$ 5,686,221	$ 4,062,215
Ending Fund Balance: June 30	$ 5,686,221	$ 4,062,215	$ 2,834,832
Components of Fund Balance			
·*Restricted*	$ 3,015,779	$ 1,957,285	$ 1,343,391
·*Assigned*	$ 2,670,442	$ 2,104,929	$ 1,491,441
·*Unassigned*	$ -	$ (0)	$ (0)
Fund 17: Special Reserve Fund (REU)	$ 1,688,020	$ 1,688,020	$ 1,688,020
Total Unrestricted Reserves by Amount - *Includes All Assignments*	**$ 4,358,462**	**$ 3,792,949**	**$ 3,179,461**
Total Unrestricted Reserves by Percent - *Includes All Assignments*	**7.43%**	**6.47%**	**5.38%**
State Statute 3% REU	$ 1,759,233	$ 1,759,426	$ 1,771,863
District Reserve Policy 6% REU	$ 3,518,466	$ 3,518,853	$ 3,543,726
Meets State Reserve Standards: 3%	**Yes**	**Yes**	**Yes**
Meets District Reserve Standards: 6%	**Yes**	**Yes**	**No**

Multi-Year Projection Assumptions	Proposed Budget 2023-24	Projection 2024-25	Projection 2025-26
Department of Finance Statutory COLA	8.22%	3.94%	3.29%
Planning COLA	8.22%	3.94%	3.29%
Enrollment	4220	4188	4155
Projected ADA	4047.77	4016.52	3984.54
Funded ADA (Prior 3-Year Average) @ 2nd Interim	4207.51	4096.95	4044.06
Attendance Factor @ 2nd Interim	95.91%	95.91%	95.91%
Funding Per ADA - LCFF	$11,625	$12,077	$12,437
Unduplicated % (3 Year Rolling Average)	16.93%	16.63%	15.08%
LCFF Supplemental	$1,591,918	$1,582,649	$1,463,093
Lottery-Unrestricted (Per ADA)	$170	$170	$170
Lottery-Restricted (Per ADA)	$67	$67	$67
CalSTRS Employer Rates	19.10%	19.10%	19.10%
CalPERS Employer Rates	26.68%	27.70%	28.30%
Unemployment Insurance Rate	0.05%	0.05%	0.05%
CPI	3.54%	3.02%	2.64%
Restricted Salaries Moving to Unrestricted Budget	$303,926	$180,550	$378,475

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE 2023-24 EMPLOYEE HEALTH BENEFIT PLANS**

ACTION

ISSUE: Shall the Board accept the renewal of 2023-2024 employee medical, dental, and vision insurance coverage with California's Valued Trust?

BACKGROUND: In May, the District's current health care provider, California's Valued Trust (CVT) announced its rates for the 2023-2024 plan year. The District's current coverage offers a choice of nine medical plans, including seven Anthem Blue Cross PPO plans and three Kaiser plans, as well as Delta Dental and VSP Vision plans. The new rates include average increases of 7.3% for the Blue Cross PPO plans and 5.9% for Kaiser HMO plans. There is no change for Delta Dental and VSP Vision coverage from 2023-24. At this time, it is recommended that the Board authorize the renewal of employee medical, vision and dental plans with CVT for the 2023-2024 school year.

FISCAL IMPACT: The District's contribution for employee health benefits is capped by its collective bargaining agreements with both employee unions. However, the increases to plans that fall under the cap will create an increase to the district liability.

BOARD POLICY: Pursuant to Board Policy 4154,4254,5354 Health and Welfare Benefits - The Governing Board recognizes that health and welfare benefits are essential to promote employee health and productivity and are an important part of the compensation offered to employees. The district shall provide health and welfare benefits for certificated and classified employees in bargaining units in accordance with state and federal law and subject to negotiated employee agreements.

GOAL: N/A

ALTERNATIVES:

1. Approve the renewal of 2023-2024 employee health insurance coverage with California's Valued Trust.
2. Do not approve the renewal of the health plans.

RECOMMENDATION: Alternative No. 1

Prepared by: Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

California's Valued Trust

2023 - 2024 Renewal Rate Summary

School District Oak Park Unified SD

Effective Date: October 1, 2023

Below are the average rate change percentages effective October 1, 2023 through September 30, 2024. Please refer to the following pages for calculated monthly premiums.

Product Carrier	Actives Employees
Anthem Blue Cross PPO	7.3%
Kaiser Permanente	5.9%
Delta Dental	0.0%
VSP	0.0%

Product Carrier	Non-Medicare Retirees
Anthem Blue Cross PPO	0.0%
Kaiser Permanente	5.9%
Delta Dental	0.0%
VSP	0.0%

Product Carrier	Medicare Retirees
Anthem Blue Cross PPO	4.8%
Kaiser Permanente Senior Advantage	-5.0%
Delta Dental	0.0%
VSP	0.0%

CVT Benefits Plan

Anthem Blue Cross PPO Plan 3B

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			THE COST OF PREMIUMS WILL BE:				1.0 FTE PAYROLL DEDUCTION			0.9 FTE PAYROLL DEDUCTION		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	Dental	Vision	Medical	Dental	Vision	Total	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	13,368.00	649.80	87.36	14,105.16	$9,127.00	4,978.16	497.82	8,214.30	5,890.86	589.09
Employee Only	Emp+1	Emp+1	13,368.00	1,201.92	162.36	14,732.28	$9,127.00	5,605.28	560.53	8,214.30	6,517.98	651.80
Employee Only	Family	Family	13,368.00	1,851.00	250.08	15,469.08	$9,127.00	6,342.08	634.21	8,214.30	7,254.78	725.48
Employee+1 Dependent	Emp	Emp	22,992.00	649.80	87.36	23,729.16	$15,020.00	8,709.16	870.92	13,518.00	10,211.16	1,021.12
Employee+1 Dependent	Emp+1	Emp+1	22,992.00	1,201.92	162.36	24,356.28	$15,020.00	9,336.28	933.63	13,518.00	10,838.28	1,083.83
Employee+1 Dependent	Family	Family	22,992.00	1,851.00	250.08	25,093.08	$15,020.00	10,073.08	1,007.31	13,518.00	11,575.08	1,157.51
Family Coverage	Emp	Emp	29,004.00	649.80	87.36	29,741.16	$19,127.00	10,614.16	1,061.42	17,214.30	12,526.86	1,252.69
Family Coverage	Emp+1	Emp+1	29,004.00	1,201.92	162.36	30,368.28	$19,127.00	11,241.28	1,124.13	17,214.30	13,153.98	1,315.40
Family Coverage	Family	Family	29,004.00	1,851.00	250.08	31,105.08	$19,127.00	11,978.08	1,197.81	17,214.30	13,890.78	1,389.08

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			0.8 FTE PAYROLL DEDUCTION			0.75 FTE PAYROLL DEDUCTION			0.60 FTE PAYROLL DEDUCTION			0.50 FTE PAYROLL DEDUCTION		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	Dental	Vision	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	6,803.56	680.36	6,845.25	7,259.91	725.99	5,476.20	8,628.96	862.90	4,563.50	9,541.66	954.17
Employee Only	Emp+1	Emp+1	7,301.60	7,430.68	743.07	6,845.25	7,887.03	788.70	5,476.20	9,256.08	925.61	4,563.50	10,168.78	1,016.88
Employee Only	Family	Family	7,301.60	8,167.48	816.75	6,845.25	8,623.83	862.38	5,476.20	9,992.88	999.29	4,563.50	10,905.58	1,090.56
Employee+1 Dependent	Emp	Emp	12,016.00	11,713.16	1,171.32	11,265.00	12,464.16	1,246.42	9,012.00	14,717.16	1,471.72	7,510.00	16,219.16	1,621.92
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	12,340.28	1,234.03	11,265.00	13,091.28	1,309.13	9,012.00	15,344.28	1,534.43	7,510.00	16,846.28	1,684.63
Employee+1 Dependent	Family	Family	12,016.00	13,077.08	1,307.71	11,265.00	13,828.08	1,382.81	9,012.00	16,081.08	1,608.11	7,510.00	17,583.08	1,758.31
Family Coverage	Emp	Emp	15,301.60	14,439.56	1,443.96	14,345.25	15,395.91	1,539.59	11,476.20	18,264.96	1,826.50	9,563.50	20,177.66	2,017.77
Family Coverage	Emp+1	Emp+1	15,301.60	15,066.68	1,506.67	14,345.25	16,023.03	1,602.30	11,476.20	18,892.08	1,889.21	9,563.50	20,804.78	2,080.48
Family Coverage	Family	Family	15,301.60	15,803.48	1,580.35	14,345.25	16,759.83	1,675.98	11,476.20	19,628.88	1,962.89	9,563.50	21,541.58	2,154.16

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Anthem Blue Cross PPO Plan 5B

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			THE COST OF PREMIUMS WILL BE:				1.0 FTE PAYROLL DEDUCTION			0.9 FTE PAYROLL DEDUCTION		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	Dental	Vision	Medical	Dental	Vision	Total	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	12,708.00	649.80	87.36	13,445.16	$9,127.00	4,318.16	431.82	8,214.30	5,230.86	523.09
Employee Only	Emp+1	Emp+1	12,708.00	1,201.92	162.36	14,072.28	$9,127.00	4,945.28	494.53	8,214.30	5,857.98	585.80
Employee Only	Family	Family	12,708.00	1,851.00	250.08	14,809.08	$9,127.00	5,682.08	568.21	8,214.30	6,594.78	659.48
Employee+1 Dependent	Emp	Emp	21,852.00	649.80	87.36	22,589.16	$15,020.00	7,569.16	756.92	13,518.00	9,071.16	907.12
Employee+1 Dependent	Emp+1	Emp+1	21,852.00	1,201.92	162.36	23,216.28	$15,020.00	8,196.28	819.63	13,518.00	9,698.28	969.83
Employee+1 Dependent	Family	Family	21,852.00	1,851.00	250.08	23,953.08	$15,020.00	8,933.08	893.31	13,518.00	10,435.08	1,043.51
Family Coverage	Emp	Emp	27,576.00	649.80	87.36	28,313.16	$19,127.00	9,186.16	918.62	17,214.30	11,098.86	1,109.89
Family Coverage	Emp+1	Emp+1	27,576.00	1,201.92	162.36	28,940.28	$19,127.00	9,813.28	981.33	17,214.30	11,725.98	1,172.60
Family Coverage	Family	Family	27,576.00	1,851.00	250.08	29,677.08	$19,127.00	10,550.08	1,055.01	17,214.30	12,462.78	1,246.28

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			0.8 FTE PAYROLL DEDUCTION			0.75 FTE PAYROLL DEDUCTION			0.60 FTE PAYROLL DEDUCTION			0.50 FTE PAYROLL DEDUCTION		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	Dental	Vision	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	6,143.56	614.36	6,845.25	6,599.91	659.99	5,476.20	7,968.96	796.90	4,563.50	8,881.66	888.17
Employee Only	Emp+1	Emp+1	7,301.60	6,770.68	677.07	6,845.25	7,227.03	722.70	5,476.20	8,596.08	859.61	4,563.50	9,508.78	950.88
Employee Only	Family	Family	7,301.60	7,507.48	750.75	6,845.25	7,963.83	796.38	5,476.20	9,332.88	933.29	4,563.50	10,245.58	1,024.56
Employee+1 Dependent	Emp	Emp	12,016.00	10,573.16	1,057.32	11,265.00	11,324.16	1,132.42	9,012.00	13,577.16	1,357.72	7,510.00	15,079.16	1,507.92
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	11,200.28	1,120.03	11,265.00	11,951.28	1,195.13	9,012.00	14,204.28	1,420.43	7,510.00	15,706.28	1,570.63
Employee+1 Dependent	Family	Family	12,016.00	11,937.08	1,193.71	11,265.00	12,688.08	1,268.81	9,012.00	14,941.08	1,494.11	7,510.00	16,443.08	1,644.31
Family Coverage	Emp	Emp	15,301.60	13,011.56	1,301.16	14,345.25	13,967.91	1,396.79	11,476.20	16,836.96	1,683.70	9,563.50	18,749.66	1,874.97
Family Coverage	Emp+1	Emp+1	15,301.60	13,638.68	1,363.87	14,345.25	14,595.03	1,459.50	11,476.20	17,464.08	1,746.41	9,563.50	19,376.78	1,937.68
Family Coverage	Family	Family	15,301.60	14,375.48	1,437.55	14,345.25	15,331.83	1,533.18	11,476.20	18,200.88	1,820.09	9,563.50	20,113.58	2,011.36

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Anthem Blue Cross PPO Plan 7B

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*THE COST OF PREMIUMS WILL BE:*				*1.0 FTE PAYROLL DEDUCTION*			*0.9 FTE PAYROLL DEDUCTION*		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	**Medical**	**Dental**	**Vision**	**Total**	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	11,712.00	649.80	87.36	12,449.16	$9,127.00	3,322.16	332.22	8,214.30	4,234.86	423.49
Employee Only	Emp+1	Emp+1	11,712.00	1,201.92	162.36	13,076.28	$9,127.00	3,949.28	394.93	8,214.30	4,861.98	486.20
Employee Only	Family	Family	11,712.00	1,851.00	250.08	13,813.08	$9,127.00	4,686.08	468.61	8,214.30	5,598.78	559.88
Employee+1 Dependent	Emp	Emp	20,148.00	649.80	87.36	20,885.16	$15,020.00	5,865.16	586.52	13,518.00	7,367.16	736.72
Employee+1 Dependent	Emp+1	Emp+1	20,148.00	1,201.92	162.36	21,512.28	$15,020.00	6,492.28	649.23	13,518.00	7,994.28	799.43
Employee+1 Dependent	Family	Family	20,148.00	1,851.00	250.08	22,249.08	$15,020.00	7,229.08	722.91	13,518.00	8,731.08	873.11
Family Coverage	Emp	Emp	25,416.00	649.80	87.36	26,153.16	$19,127.00	7,026.16	702.62	17,214.30	8,938.86	893.89
Family Coverage	Emp+1	Emp+1	25,416.00	1,201.92	162.36	26,780.28	$19,127.00	7,653.28	765.33	17,214.30	9,565.98	956.60
Family Coverage	Family	Family	25,416.00	1,851.00	250.08	27,517.08	$19,127.00	8,390.08	839.01	17,214.30	10,302.78	1,030.28

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*0.8 FTE PAYROLL DEDUCTION*			*0.75 FTE PAYROLL DEDUCTION*			*0.60 FTE PAYROLL DEDUCTION*			*0.50 FTE PAYROLL DEDUCTION*		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	5,147.56	514.76	6,845.25	5,603.91	560.39	5,476.20	6,972.96	697.30	4,563.50	7,885.66	788.57
Employee Only	Emp+1	Emp+1	7,301.60	5,774.68	577.47	6,845.25	6,231.03	623.10	5,476.20	7,600.08	760.01	4,563.50	8,512.78	851.28
Employee Only	Family	Family	7,301.60	6,511.48	651.15	6,845.25	6,967.83	696.78	5,476.20	8,336.88	833.69	4,563.50	9,249.58	924.96
Employee+1 Dependent	Emp	Emp	12,016.00	8,869.16	886.92	11,265.00	9,620.16	962.02	9,012.00	11,873.16	1,187.32	7,510.00	13,375.16	1,337.52
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	9,496.28	949.63	11,265.00	10,247.28	1,024.73	9,012.00	12,500.28	1,250.03	7,510.00	14,002.28	1,400.23
Employee+1 Dependent	Family	Family	12,016.00	10,233.08	1,023.31	11,265.00	10,984.08	1,098.41	9,012.00	13,237.08	1,323.71	7,510.00	14,739.08	1,473.91
Family Coverage	Emp	Emp	15,301.60	10,851.56	1,085.16	14,345.25	11,807.91	1,180.79	11,476.20	14,676.96	1,467.70	9,563.50	16,589.66	1,658.97
Family Coverage	Emp+1	Emp+1	15,301.60	11,478.68	1,147.87	14,345.25	12,435.03	1,243.50	11,476.20	15,304.08	1,530.41	9,563.50	17,216.78	1,721.68
Family Coverage	Family	Family	15,301.60	12,215.48	1,221.55	14,345.25	13,171.83	1,317.18	11,476.20	16,040.88	1,604.09	9,563.50	17,953.58	1,795.36

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Anthem Blue Cross PPO Plan 10B

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*THE COST OF PREMIUMS WILL BE:*				*1.0 FTE PAYROLL DEDUCTION*			*0.9 FTE PAYROLL DEDUCTION*		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	**Medical**	**Dental**	**Vision**	**Total**	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	8,244.00	649.80	87.36	8,981.16	$9,127.00	0.00	0.00	8,214.30	766.86	76.69
Employee Only	Emp+1	Emp+1	8,244.00	1,201.92	162.36	9,608.28	$9,127.00	481.28	48.13	8,214.30	1,393.98	139.40
Employee Only	Family	Family	8,244.00	1,851.00	250.08	10,345.08	$9,127.00	1,218.08	121.81	8,214.30	2,130.78	213.08
Employee+1 Dependent	Emp	Emp	14,172.00	649.80	87.36	14,909.16	$15,020.00	0.00	0.00	13,518.00	1,391.16	139.12
Employee+1 Dependent	Emp+1	Emp+1	14,172.00	1,201.92	162.36	15,536.28	$15,020.00	516.28	51.63	13,518.00	2,018.28	201.83
Employee+1 Dependent	Family	Family	14,172.00	1,851.00	250.08	16,273.08	$15,020.00	1,253.08	125.31	13,518.00	2,755.08	275.51
Family Coverage	Emp	Emp	17,892.00	649.80	87.36	18,629.16	$19,127.00	0.00	0.00	17,214.30	1,414.86	141.49
Family Coverage	Emp+1	Emp+1	17,892.00	1,201.92	162.36	19,256.28	$19,127.00	129.28	12.93	17,214.30	2,041.98	204.20
Family Coverage	Family	Family	17,892.00	1,851.00	250.08	19,993.08	$19,127.00	866.08	86.61	17,214.30	2,778.78	277.88

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*0.8 FTE PAYROLL DEDUCTION*			*0.75 FTE PAYROLL DEDUCTION*			*0.60 FTE PAYROLL DEDUCTION*			*0.50 FTE PAYROLL DEDUCTION*		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	1,679.56	167.96	6,845.25	2,135.91	213.59	5,476.20	3,504.96	350.50	4,563.50	4,417.66	441.77
Employee Only	Emp+1	Emp+1	7,301.60	2,306.68	230.67	6,845.25	2,763.03	276.30	5,476.20	4,132.08	413.21	4,563.50	5,044.78	504.48
Employee Only	Family	Family	7,301.60	3,043.48	304.35	6,845.25	3,499.83	349.98	5,476.20	4,868.88	486.89	4,563.50	5,781.58	578.16
Employee+1 Dependent	Emp	Emp	12,016.00	2,893.16	289.32	11,265.00	3,644.16	364.42	9,012.00	5,897.16	589.72	7,510.00	7,399.16	739.92
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	3,520.28	352.03	11,265.00	4,271.28	427.13	9,012.00	6,524.28	652.43	7,510.00	8,026.28	802.63
Employee+1 Dependent	Family	Family	12,016.00	4,257.08	425.71	11,265.00	5,008.08	500.81	9,012.00	7,261.08	726.11	7,510.00	8,763.08	876.31
Family Coverage	Emp	Emp	15,301.60	3,327.56	332.76	14,345.25	4,283.91	428.39	11,476.20	7,152.96	715.30	9,563.50	9,065.66	906.57
Family Coverage	Emp+1	Emp+1	15,301.60	3,954.68	395.47	14,345.25	4,911.03	491.10	11,476.20	7,780.08	778.01	9,563.50	9,692.78	969.28
Family Coverage	Family	Family	15,301.60	4,691.48	469.15	14,345.25	5,647.83	564.78	11,476.20	8,516.88	851.69	9,563.50	10,429.58	1,042.96

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

CVT Bronze Plan

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*THE COST OF PREMIUMS WILL BE:*				*1.0 FTE PAYROLL DEDUCTION*			*0.9 FTE PAYROLL DEDUCTION*		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	**Medical**	**Dental**	**Vision**	**Total**	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	6,648.00	649.80	87.36	7,385.16	$9,127.00	0.00	0.00	8,214.30	0.00	0.00
Employee Only	Emp+1	Emp+1	6,648.00	1,201.92	162.36	8,012.28	$9,127.00	0.00	0.00	8,214.30	0.00	0.00
Employee Only	Family	Family	6,648.00	1,851.00	250.08	8,749.08	$9,127.00	0.00	0.00	8,214.30	534.78	53.48
Employee+1 Dependent	Emp	Emp	11,436.00	649.80	87.36	12,173.16	$15,020.00	0.00	0.00	13,518.00	0.00	0.00
Employee+1 Dependent	Emp+1	Emp+1	11,436.00	1,201.92	162.36	12,800.28	$15,020.00	0.00	0.00	13,518.00	0.00	0.00
Employee+1 Dependent	Family	Family	11,436.00	1,851.00	250.08	13,537.08	$15,020.00	0.00	0.00	13,518.00	19.08	1.91
Family Coverage	Emp	Emp	14,424.00	649.80	87.36	15,161.16	$19,127.00	0.00	0.00	17,214.30	0.00	0.00
Family Coverage	Emp+1	Emp+1	14,424.00	1,201.92	162.36	15,788.28	$19,127.00	0.00	0.00	17,214.30	0.00	0.00
Family Coverage	Family	Family	14,424.00	1,851.00	250.08	16,525.08	$19,127.00	0.00	0.00	17,214.30	0.00	0.00

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*0.8 FTE PAYROLL DEDUCTION*			*0.75 FTE PAYROLL DEDUCTION*			*0.60 FTE PAYROLL DEDUCTION*			*0.50 FTE PAYROLL DEDUCTION*		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	83.56	8.36	6,845.25	539.91	53.99	5,476.20	1,908.96	190.90	4,563.50	2,821.66	282.17
Employee Only	Emp+1	Emp+1	7,301.60	710.68	71.07	6,845.25	1,167.03	116.70	5,476.20	2,536.08	253.61	4,563.50	3,448.78	344.88
Employee Only	Family	Family	7,301.60	1,447.48	144.75	6,845.25	1,903.83	190.38	5,476.20	3,272.88	327.29	4,563.50	4,185.58	418.56
Employee+1 Dependent	Emp	Emp	12,016.00	157.16	15.72	11,265.00	908.16	90.82	9,012.00	3,161.16	316.12	7,510.00	4,663.16	466.32
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	784.28	78.43	11,265.00	1,535.28	153.53	9,012.00	3,788.28	378.83	7,510.00	5,290.28	529.03
Employee+1 Dependent	Family	Family	12,016.00	1,521.08	152.11	11,265.00	2,272.08	227.21	9,012.00	4,525.08	452.51	7,510.00	6,027.08	602.71
Family Coverage	Emp	Emp	15,301.60	0.00	0.00	14,345.25	815.91	81.59	11,476.20	3,684.96	368.50	9,563.50	5,597.66	559.77
Family Coverage	Emp+1	Emp+1	15,301.60	486.68	48.67	14,345.25	1,443.03	144.30	11,476.20	4,312.08	431.21	9,563.50	6,224.78	622.48
Family Coverage	Family	Family	15,301.60	1,223.48	122.35	14,345.25	2,179.83	217.98	11,476.20	5,048.88	504.89	9,563.50	6,961.58	696.16

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Anthem Blue Cross Wellness PPO Plan 1 RxC

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*THE COST OF PREMIUMS WILL BE:*				*1.0 FTE PAYROLL DEDUCTION*			*0.9 FTE PAYROLL DEDUCTION*		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	**Medical**	**Dental**	**Vision**	**Total**	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	11,964.00	649.80	87.36	12,701.16	$9,127.00	3,574.16	357.42	8,214.30	4,486.86	448.69
Employee Only	Emp+1	Emp+1	11,964.00	1,201.92	162.36	13,328.28	$9,127.00	4,201.28	420.13	8,214.30	5,113.98	511.40
Employee Only	Family	Family	11,964.00	1,851.00	250.08	14,065.08	$9,127.00	4,938.08	493.81	8,214.30	5,850.78	585.08
Employee+1 Dependent	Emp	Emp	20,580.00	649.80	87.36	21,317.16	$15,020.00	6,297.16	629.72	13,518.00	7,799.16	779.92
Employee+1 Dependent	Emp+1	Emp+1	20,580.00	1,201.92	162.36	21,944.28	$15,020.00	6,924.28	692.43	13,518.00	8,426.28	842.63
Employee+1 Dependent	Family	Family	20,580.00	1,851.00	250.08	22,681.08	$15,020.00	7,661.08	766.11	13,518.00	9,163.08	916.31
Family Coverage	Emp	Emp	25,968.00	649.80	87.36	26,705.16	$19,127.00	7,578.16	757.82	17,214.30	9,490.86	949.09
Family Coverage	Emp+1	Emp+1	25,968.00	1,201.92	162.36	27,332.28	$19,127.00	8,205.28	820.53	17,214.30	10,117.98	1,011.80
Family Coverage	Family	Family	25,968.00	1,851.00	250.08	28,069.08	$19,127.00	8,942.08	894.21	17,214.30	10,854.78	1,085.48

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*0.8 FTE PAYROLL DEDUCTION*			*0.75 FTE PAYROLL DEDUCTION*			*0.60 FTE PAYROLL DEDUCTION*			*0.50 FTE PAYROLL DEDUCTION*		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	5,399.56	539.96	6,845.25	5,855.91	585.59	5,476.20	7,224.96	722.50	4,563.50	8,137.66	813.77
Employee Only	Emp+1	Emp+1	7,301.60	6,026.68	602.67	6,845.25	6,483.03	648.30	5,476.20	7,852.08	785.21	4,563.50	8,764.78	876.48
Employee Only	Family	Family	7,301.60	6,763.48	676.35	6,845.25	7,219.83	721.98	5,476.20	8,588.88	858.89	4,563.50	9,501.58	950.16
Employee+1 Dependent	Emp	Emp	12,016.00	9,301.16	930.12	11,265.00	10,052.16	1,005.22	9,012.00	12,305.16	1,230.52	7,510.00	13,807.16	1,380.72
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	9,928.28	992.83	11,265.00	10,679.28	1,067.93	9,012.00	12,932.28	1,293.23	7,510.00	14,434.28	1,443.43
Employee+1 Dependent	Family	Family	12,016.00	10,665.08	1,066.51	11,265.00	11,416.08	1,141.61	9,012.00	13,669.08	1,366.91	7,510.00	15,171.08	1,517.11
Family Coverage	Emp	Emp	15,301.60	11,403.56	1,140.36	14,345.25	12,359.91	1,235.99	11,476.20	15,228.96	1,522.90	9,563.50	17,141.66	1,714.17
Family Coverage	Emp+1	Emp+1	15,301.60	12,030.68	1,203.07	14,345.25	12,987.03	1,298.70	11,476.20	15,856.08	1,585.61	9,563.50	17,768.78	1,776.88
Family Coverage	Family	Family	15,301.60	12,767.48	1,276.75	14,345.25	13,723.83	1,372.38	11,476.20	16,592.88	1,659.29	9,563.50	18,505.58	1,850.56

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Anthem Blue Cross PPO HDHP 1 Rx H1

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			THE COST OF PREMIUMS WILL BE:				1.0 FTE PAYROLL DEDUCTION			0.9 FTE PAYROLL DEDUCTION		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	Dental	Vision	Medical	Dental	Vision	Total	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	8,040.00	649.80	87.36	8,777.16	$9,127.00	0.00	0.00	8,214.30	562.86	56.29
Employee Only	Emp+1	Emp+1	8,040.00	1,201.92	162.36	9,404.28	$9,127.00	277.28	27.73	8,214.30	1,189.98	119.00
Employee Only	Family	Family	8,040.00	1,851.00	250.08	10,141.08	$9,127.00	1,014.08	101.41	8,214.30	1,926.78	192.68
Employee+1 Dependent	Emp	Emp	13,836.00	649.80	87.36	14,573.16	$15,020.00	0.00	0.00	13,518.00	1,055.16	105.52
Employee+1 Dependent	Emp+1	Emp+1	13,836.00	1,201.92	162.36	15,200.28	$15,020.00	180.28	18.03	13,518.00	1,682.28	168.23
Employee+1 Dependent	Family	Family	13,836.00	1,851.00	250.08	15,937.08	$15,020.00	917.08	91.71	13,518.00	2,419.08	241.91
Family Coverage	Emp	Emp	17,448.00	649.80	87.36	18,185.16	$19,127.00	0.00	0.00	17,214.30	970.86	97.09
Family Coverage	Emp+1	Emp+1	17,448.00	1,201.92	162.36	18,812.28	$19,127.00	0.00	0.00	17,214.30	1,597.98	159.80
Family Coverage	Family	Family	17,448.00	1,851.00	250.08	19,549.08	$19,127.00	422.08	42.21	17,214.30	2,334.78	233.48

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			0.8 FTE PAYROLL DEDUCTION			0.75 FTE PAYROLL DEDUCTION			0.60 FTE PAYROLL DEDUCTION			0.50 FTE PAYROLL DEDUCTION		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	Dental	Vision	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	1,475.56	147.56	6,845.25	1,931.91	193.19	5,476.20	3,300.96	330.10	4,563.50	4,213.66	421.37
Employee Only	Emp+1	Emp+1	7,301.60	2,102.68	210.27	6,845.25	2,559.03	255.90	5,476.20	3,928.08	392.81	4,563.50	4,840.78	484.08
Employee Only	Family	Family	7,301.60	2,839.48	283.95	6,845.25	3,295.83	329.58	5,476.20	4,664.88	466.49	4,563.50	5,577.58	557.76
Employee+1 Dependent	Emp	Emp	12,016.00	2,557.16	255.72	11,265.00	3,308.16	330.82	9,012.00	5,561.16	556.12	7,510.00	7,063.16	706.32
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	3,184.28	318.43	11,265.00	3,935.28	393.53	9,012.00	6,188.28	618.83	7,510.00	7,690.28	769.03
Employee+1 Dependent	Family	Family	12,016.00	3,921.08	392.11	11,265.00	4,672.08	467.21	9,012.00	6,925.08	692.51	7,510.00	8,427.08	842.71
Family Coverage	Emp	Emp	15,301.60	2,883.56	288.36	14,345.25	3,839.91	383.99	11,476.20	6,708.96	670.90	9,563.50	8,621.66	862.17
Family Coverage	Emp+1	Emp+1	15,301.60	3,510.68	351.07	14,345.25	4,467.03	446.70	11,476.20	7,336.08	733.61	9,563.50	9,248.78	924.88
Family Coverage	Family	Family	15,301.60	4,247.48	424.75	14,345.25	5,203.83	520.38	11,476.20	8,072.88	807.29	9,563.50	9,985.58	998.56

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Kaiser HMO Plan 1 (with Chiropractic and Vision Exam (without Lenses))

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*THE COST OF PREMIUMS WILL BE:*				*1.0 FTE PAYROLL DEDUCTION*			*0.9 FTE PAYROLL DEDUCTION*		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	**Medical**	**Dental**	**Vision**	**Total**	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	9,085.92	649.80	87.36	9,823.08	$9,127.00	696.08	69.61	8,214.30	1,608.78	160.88
Employee Only	Emp+1	Emp+1	9,085.92	1,201.92	162.36	10,450.20	$9,127.00	1,323.20	132.32	8,214.30	2,235.90	223.59
Employee Only	Family	Family	9,085.92	1,851.00	250.08	11,187.00	$9,127.00	2,060.00	206.00	8,214.30	2,972.70	297.27
Employee+1 Dependent	Emp	Emp	15,639.72	649.80	87.36	16,376.88	$15,020.00	1,356.88	135.69	13,518.00	2,858.88	285.89
Employee+1 Dependent	Emp+1	Emp+1	15,639.72	1,201.92	162.36	17,004.00	$15,020.00	1,984.00	198.40	13,518.00	3,486.00	348.60
Employee+1 Dependent	Family	Family	15,639.72	1,851.00	250.08	17,740.80	$15,020.00	2,720.80	272.08	13,518.00	4,222.80	422.28
Family Coverage	Emp	Emp	19,750.08	649.80	87.36	20,487.24	$19,127.00	1,360.24	136.02	17,214.30	3,272.94	327.29
Family Coverage	Emp+1	Emp+1	19,750.08	1,201.92	162.36	21,114.36	$19,127.00	1,987.36	198.74	17,214.30	3,900.06	390.01
Family Coverage	Family	Family	19,750.08	1,851.00	250.08	21,851.16	$19,127.00	2,724.16	272.42	17,214.30	4,636.86	463.69

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*0.8 FTE PAYROLL DEDUCTION*			*0.75 FTE PAYROLL DEDUCTION*			*0.60 FTE PAYROLL DEDUCTION*			*0.50 FTE PAYROLL DEDUCTION*		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	2,521.48	252.15	6,845.25	2,977.83	297.78	5,476.20	4,346.88	434.69	4,563.50	5,259.58	525.96
Employee Only	Emp+1	Emp+1	7,301.60	3,148.60	314.86	6,845.25	3,604.95	360.50	5,476.20	4,974.00	497.40	4,563.50	5,886.70	588.67
Employee Only	Family	Family	7,301.60	3,885.40	388.54	6,845.25	4,341.75	434.18	5,476.20	5,710.80	571.08	4,563.50	6,623.50	662.35
Employee+1 Dependent	Emp	Emp	12,016.00	4,360.88	436.09	11,265.00	5,111.88	511.19	9,012.00	7,364.88	736.49	7,510.00	8,866.88	886.69
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	4,988.00	498.80	11,265.00	5,739.00	573.90	9,012.00	7,992.00	799.20	7,510.00	9,494.00	949.40
Employee+1 Dependent	Family	Family	12,016.00	5,724.80	572.48	11,265.00	6,475.80	647.58	9,012.00	8,728.80	872.88	7,510.00	10,230.80	1,023.08
Family Coverage	Emp	Emp	15,301.60	5,185.64	518.56	14,345.25	6,141.99	614.20	11,476.20	9,011.04	901.10	9,563.50	10,923.74	1,092.37
Family Coverage	Emp+1	Emp+1	15,301.60	5,812.76	581.28	14,345.25	6,769.11	676.91	11,476.20	9,638.16	963.82	9,563.50	11,550.86	1,155.09
Family Coverage	Family	Family	15,301.60	6,549.56	654.96	14,345.25	7,505.91	750.59	11,476.20	10,374.96	1,037.50	9,563.50	12,287.66	1,228.77

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Kaiser HMO Plan 2 (with Chiropractic and Vision Exam (without Lenses))

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*THE COST OF PREMIUMS WILL BE:*				*1.0 FTE PAYROLL DEDUCTION*			*0.9 FTE PAYROLL DEDUCTION*		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	**Medical**	**Dental**	**Vision**	**Total**	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	8,845.92	649.80	87.36	9,583.08	$9,127.00	456.08	45.61	8,214.30	1,368.78	136.88
Employee Only	Emp+1	Emp+1	8,845.92	1,201.92	162.36	10,210.20	$9,127.00	1,083.20	108.32	8,214.30	1,995.90	199.59
Employee Only	Family	Family	8,845.92	1,851.00	250.08	10,947.00	$9,127.00	1,820.00	182.00	8,214.30	2,732.70	273.27
Employee+1 Dependent	Emp	Emp	15,207.72	649.80	87.36	15,944.88	$15,020.00	924.88	92.49	13,518.00	2,426.88	242.69
Employee+1 Dependent	Emp+1	Emp+1	15,207.72	1,201.92	162.36	16,572.00	$15,020.00	1,552.00	155.20	13,518.00	3,054.00	305.40
Employee+1 Dependent	Family	Family	15,207.72	1,851.00	250.08	17,308.80	$15,020.00	2,288.80	228.88	13,518.00	3,790.80	379.08
Family Coverage	Emp	Emp	19,210.08	649.80	87.36	19,947.24	$19,127.00	820.24	82.02	17,214.30	2,732.94	273.29
Family Coverage	Emp+1	Emp+1	19,210.08	1,201.92	162.36	20,574.36	$19,127.00	1,447.36	144.74	17,214.30	3,360.06	336.01
Family Coverage	Family	Family	19,210.08	1,851.00	250.08	21,311.16	$19,127.00	2,184.16	218.42	17,214.30	4,096.86	409.69

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*0.8 FTE PAYROLL DEDUCTION*			*0.75 FTE PAYROLL DEDUCTION*			*0.60 FTE PAYROLL DEDUCTION*			*0.50 FTE PAYROLL DEDUCTION*		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	2,281.48	228.15	6,845.25	2,737.83	273.78	5,476.20	4,106.88	410.69	4,563.50	5,019.58	501.96
Employee Only	Emp+1	Emp+1	7,301.60	2,908.60	290.86	6,845.25	3,364.95	336.50	5,476.20	4,734.00	473.40	4,563.50	5,646.70	564.67
Employee Only	Family	Family	7,301.60	3,645.40	364.54	6,845.25	4,101.75	410.18	5,476.20	5,470.80	547.08	4,563.50	6,383.50	638.35
Employee+1 Dependent	Emp	Emp	12,016.00	3,928.88	392.89	11,265.00	4,679.88	467.99	9,012.00	6,932.88	693.29	7,510.00	8,434.88	843.49
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	4,556.00	455.60	11,265.00	5,307.00	530.70	9,012.00	7,560.00	756.00	7,510.00	9,062.00	906.20
Employee+1 Dependent	Family	Family	12,016.00	5,292.80	529.28	11,265.00	6,043.80	604.38	9,012.00	8,296.80	829.68	7,510.00	9,798.80	979.88
Family Coverage	Emp	Emp	15,301.60	4,645.64	464.56	14,345.25	5,601.99	560.20	11,476.20	8,471.04	847.10	9,563.50	10,383.74	1,038.37
Family Coverage	Emp+1	Emp+1	15,301.60	5,272.76	527.28	14,345.25	6,229.11	622.91	11,476.20	9,098.16	909.82	9,563.50	11,010.86	1,101.09
Family Coverage	Family	Family	15,301.60	6,009.56	600.96	14,345.25	6,965.91	696.59	11,476.20	9,834.96	983.50	9,563.50	11,747.66	1,174.77

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

CVT Benefits Plan

Kaiser HMO Plan 6 (with Chiropractic and Vision Exam (includes Lenses))

2023-24 Health Benefits Cap & Estimated Payroll Deductions for Full Time & Part-Time Administration, Certificated & Classified Employees

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*THE COST OF PREMIUMS WILL BE:*				*1.0 FTE PAYROLL DEDUCTION*			*0.9 FTE PAYROLL DEDUCTION*		
							District	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	**Medical**	**Dental**	**Vision**	**Total**	Cap (100%)	Annual	Monthly	Cap (90%)	Annual	Monthly
Employee Only	Emp	Emp	8,497.92	649.80	87.36	9,235.08	$9,127.00	108.08	10.81	8,214.30	1,020.78	102.08
Employee Only	Emp+1	Emp+1	8,497.92	1,201.92	162.36	9,862.20	$9,127.00	735.20	73.52	8,214.30	1,647.90	164.79
Employee Only	Family	Family	8,497.92	1,851.00	250.08	10,599.00	$9,127.00	1,472.00	147.20	8,214.30	2,384.70	238.47
Employee+1 Dependent	Emp	Emp	14,619.72	649.80	87.36	15,356.88	$15,020.00	336.88	33.69	13,518.00	1,838.88	183.89
Employee+1 Dependent	Emp+1	Emp+1	14,619.72	1,201.92	162.36	15,984.00	$15,020.00	964.00	96.40	13,518.00	2,466.00	246.60
Employee+1 Dependent	Family	Family	14,619.72	1,851.00	250.08	16,720.80	$15,020.00	1,700.80	170.08	13,518.00	3,202.80	320.28
Family Coverage	Emp	Emp	18,466.08	649.80	87.36	19,203.24	$19,127.00	76.24	7.62	17,214.30	1,988.94	198.89
Family Coverage	Emp+1	Emp+1	18,466.08	1,201.92	162.36	19,830.36	$19,127.00	703.36	70.34	17,214.30	2,616.06	261.61
Family Coverage	Family	Family	18,466.08	1,851.00	250.08	20,567.16	$19,127.00	1,440.16	144.02	17,214.30	3,352.86	335.29

IF YOU SELECT THIS LEVEL OF HEALTH BENEFIT COVERAGE FOR YOURSELF AND DEPENDENTS:			*0.8 FTE PAYROLL DEDUCTION*			*0.75 FTE PAYROLL DEDUCTION*			*0.60 FTE PAYROLL DEDUCTION*			*0.50 FTE PAYROLL DEDUCTION*		
			Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction		Pro-rated	Payroll Deduction	
Medical	**Dental**	**Vision**	Cap (80%)	Annual	Monthly	Cap (75%)	Annual	Monthly	Cap (60%)	Annual	Monthly	Cap (50%)	Annual	Monthly
Employee Only	Emp	Emp	7,301.60	1,933.48	193.35	6,845.25	2,389.83	238.98	5,476.20	3,758.88	375.89	4,563.50	4,671.58	467.16
Employee Only	Emp+1	Emp+1	7,301.60	2,560.60	256.06	6,845.25	3,016.95	301.70	5,476.20	4,386.00	438.60	4,563.50	5,298.70	529.87
Employee Only	Family	Family	7,301.60	3,297.40	329.74	6,845.25	3,753.75	375.38	5,476.20	5,122.80	512.28	4,563.50	6,035.50	603.55
Employee+1 Dependent	Emp	Emp	12,016.00	3,340.88	334.09	11,265.00	4,091.88	409.19	9,012.00	6,344.88	634.49	7,510.00	7,846.88	784.69
Employee+1 Dependent	Emp+1	Emp+1	12,016.00	3,968.00	396.80	11,265.00	4,719.00	471.90	9,012.00	6,972.00	697.20	7,510.00	8,474.00	847.40
Employee+1 Dependent	Family	Family	12,016.00	4,704.80	470.48	11,265.00	5,455.80	545.58	9,012.00	7,708.80	770.88	7,510.00	9,210.80	921.08
Family Coverage	Emp	Emp	15,301.60	3,901.64	390.16	14,345.25	4,857.99	485.80	11,476.20	7,727.04	772.70	9,563.50	9,639.74	963.97
Family Coverage	Emp+1	Emp+1	15,301.60	4,528.76	452.88	14,345.25	5,485.11	548.51	11,476.20	8,354.16	835.42	9,563.50	10,266.86	1,026.69
Family Coverage	Family	Family	15,301.60	5,265.56	526.56	14,345.25	6,221.91	622.19	11,476.20	9,090.96	909.10	9,563.50	11,003.66	1,100.37

NOTES:

Benefits Cap: The District benefits cap allocation for 2023-24 is a three-tiered sliding cap. The cap is determined by the number of enrolled (the employee plus any dependents) in a medical plan (Blue Cross PPOs or Kaiser HMOs). The cap is $9,127 for employee-only medical coverage, $15,020 for employee plus one dependent, $19,127 for employee plus two or more dependents. Eligible part-time employees receive a pro-rata share of the annual allowance. A monthly payroll deduction will be taken September through June for employees who select a plan that exceeds the selected cap.

Eligible Part-Time Employees: Eligible part-time employees are those who work 0.5 FTE or greater.

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **AUTHORIZE MEASURE S PROJECT 22-22S RENOVATE STUDENT RESTROOMS AT OAK HILLS ELEMENTARY SCHOOL**

ACTION

ISSUE: Shall the Board authorize Measure S Project 22-22S Renovate Student Restrooms at Oak Hills Elementary School (OHES)?

BACKGROUND: During a walkthrough of student restrooms at Oak Hills Elementary School (OHES), Staff observed vertical wall tile separating from the wall and portions of drywall eroding in student restrooms. Staff suspected moisture behind the tile was leading to the tile separating from the wall.

An inspector hired by the District took samples in the restrooms and confirmed that the air in the restrooms was safe. However, the inspector also took measurements of the walls and noted that moisture was coming from the wall.

Due to the moisture concerns and the overall condition of the student restrooms at OHES, Staff is recommending a full renovation of four (4) restrooms. This includes removing all existing wall tile, identifying and remediating the source of any leak(s), resurfacing the walls, and installing a new floor, partitions, and toilets.

When pursuing contracts for this project, District Staff will follow public works guidelines, utilizing the California Uniform Public Construction Cost Accounting Commission (CUPCCAA) thresholds to determine the appropriate procurement process.

FISCAL IMPACT: This project is to be funded from the Measure S Bond Fund. Estimates for this project are preliminary, but District staff anticipate this project to cost approximately $200,000.

BOARD POLICY: Pursuant to Board Policy 3470 - The CBO and the facilities staff have responsibility for the planning and management of the District's capital improvement program subject to review and approval by the Board of Education. The District shall strive to fund capital improvements from voter-approved GO Bond issues to preserve the availability of its General Fund for District operating purposes and other purposes that cannot be funded by such bond issues.

GOAL: In Support of OPUSD Goal 2 – Invest in student and staff safety and well-being.

ALTERNATIVES:
1. Authorize Measure S Project 22-22S Renovate Student Restrooms at OHES.
2. Do not authorize Measure S project 22-22S

RECOMMENDATION: Alternative No. 1

Prepared by: Brendan Callahan, Director, Bond Programs, Sustainability, Maintenance, and Operations
Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted:

_____
Jeff Davis, Ed.D.
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO BOARD POLICY AND ADMINISTRATIVE REGULATION 3460 - FINANCIAL REPORTS AND ACCOUNTABILITY**

ACTION

ISSUE: Should the Board of Education approve amendment to Board Policy (BP) and Administrative Regulation (AR) 3460– Financial Reports and Accountability?

BACKGROUND: Board Policy 3460 updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget. AR updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements. BP/AR 3460 are being updated with the recommended language from CSBA.

ALTERNATIVES:
1. Approve amendment to BP and AR 3460– Financial Reports and Accountability as first and final reading.
2. Approve amendment to BP and AR 3460– Financial Reports and Accountability as first reading.
3. Do not approve amendment to BP and AR 3460– Financial Reports and Accountability.

RECOMMENDATION: Alternative #1

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD POLICY

Financial Reports And Accountability

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. -The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

The Superintendent or designee shall ensure that ~~all~~district financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). ~~He/she~~The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report ~~must be approved by the Board prior to its submission~~ to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report ~~and meet~~without breaking any applicable submission deadline.

The Board shall regularly ~~communicate~~assess the district's financial position and communicate the results to the public and shall use ~~the~~ financial reports to determine ~~what~~the actions and budget amendments, if any, that are needed to ensure the ~~district's~~district's financial stability.

If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall ~~act quickly~~take action to ~~identify and~~ resolve these conditions~~.~~ without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to ~~advise~~provide the district ~~on~~with needed advice or fiscal ~~matters.~~ management or training.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

Gann ~~Appropriate~~Appropriations Limit Resolution

On or before September 15, the Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. - (Education Code 42132; Government Code 7910)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year, the Superintendent or designee shall submit two interim ~~fiscal~~ reports to the Board~~, the~~. The first report shall cover the district's financial and budgetary status for the period ending October 31 and the second report shall cover the period ending January 31. These reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and ~~certify~~, on the basis of the interim report and any additional financial information known by the Board, shall certify in writing whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years

2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years

3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent ~~under the authority granted to him/her pursuant to~~ . (Education Code 42131~~.~~)

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a

financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

If at any time during the fiscal year ~~when~~, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive review of the district's financial and budgetary conditions, the Board shall review any report of the County Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of ~~its~~the Board's proposed actions on the recommendation. (Education Code 42637)

Audit Report

~~Pursuant to Education Code 41020, if the district has a disapproved budget, has received a negative certification on any budget or interim fiscal report during the current fiscal year or either of the two preceding fiscal years, or has otherwise been determined by the County Superintendent to have a lack of going concern, any contract the district enters into for auditing services must be approved by the County Superintendent.~~

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

~~The Board shall not select any~~ Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm ~~to provide audit services if the~~whose lead or coordinating audit partner having primary responsibility for the audit~~,~~ or ~~the~~whose audit partner responsible for reviewing the audit~~,~~ has performed audit services for the district in each of the six previous fiscal years~~.~~ shall not be selected to perform a district audit. (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020) Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

~~If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall act quickly to identify and resolve~~

~~these conditions. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to advise the district on fiscal matters.~~

Legal Reference:

State	**Description**
2 CCR 1859.104	Leroy F. Greene School Facilities Program; reporting requirements
5 CCR 15060	Standardized account code structure
5 CCR 15070	Submission of reports using standardized account code structure
5 CCR 15440-15451	Criteria and standards for school district budgets
5 CCR 15453-15464	Criteria and standards for school district interim reports
5 CCR 19810-19816.1	Audits
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 14500-14508	Financial and compliance audits
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17150-17150.1	Public disclosure of non-voter-approved debt
Ed. Code 17170-17199.5	California School Finance Authority
Ed. Code 33127	Standards and criteria for local budgets and expenditures
Ed. Code 33128	Standards and criteria; inclusions
Ed. Code 33129	Standards and criteria; use by local agencies
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 41010-41024	Accounting system and audits
Ed. Code 41326	Emergency apportionment
Ed. Code 41344	Repayment of apportionment significant audit exceptions
Ed. Code 41344.1	Appeals of audit findings
Ed. Code 41455	Examination of financial problems of local districts
Ed. Code 42100-42105	Requirement to prepare and file annual statement
Ed. Code 42120-42129	Budget requirements
Ed. Code 42130-42134	Financial reports and certifications
Ed. Code 42140-42142	Public disclosure of fiscal obligations
Ed. Code 42637	County superintendent review of district's financial and budgetary conditions
Ed. Code 42652	Revocation or suspension of warrant authority
Ed. Code 48300-48316	Student attendance alternatives; school district of choice program
Ed. Code 52060-52077	Local control and accountability plan
Gov. Code 16429.1	Local agency investment fund
Gov. Code 3540.2	Meeting and negotiating in public educational employment
Gov. Code 53646	Treasurer reports and statements of investment policy
Gov. Code 7900-7914	Appropriations limit
Federal	**Description**
2 CFR 200.0-200.521	Federal uniform grant guidance
31 USC 7501-7507	Single audits of federal program funds
Management Resources	**Description**

California Department of Education Communication	New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007
California Department of Education Communication	Audit Resolution Process: Repayment Plans, December 8, 2000
Fiscal Crisis & Management Assistance Team Pub.	Indicators of Risk or Potential Insolvency For K-12 Local Education Agencies
Fiscal Crisis & Management Assistance Team Pub.	Fiscal Oversight Guide for AB 1200, AB 2756, AB 1840 and Related Legislation, September 2021
Governmental Accounting Standards Board Statement	Statement 87, Leases, June 2017
Governmental Accounting Standards Board Statement	Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009
Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015
Governmental Accounting Standards Board Statement	Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999
Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015
State Controller Publication	Standards and Procedures for Audits of California K-12 Local Educational Agencies
U.S. Gov. Accountability Office & PCIE Publication	Financial Audit Manual, revised 2008
U.S. Gov. Accountability Office & PCIE Publication	Government Auditing Standards, 2011

Adopted: 9-17-02
Amended: 1-20-04, 4-19-05, 3-17-09, 8-20-13, 6-20-23

Financial Reports And Accountability

Interim Reports

Each interim ~~fiscal~~ report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. - (Education Code 42130, 42131)

Interim reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted district budget~~,~~ and the second interim report shall be compared to the projections in the first interim report. - (Education Code 42130; 5 CCR 15453-15464)

An interim report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. - (Education Code 42130; 5 CCR 15453, 15464)

Audit Report

The Superintendent or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

The Superintendent or designee shall provide the necessary financial records and cooperate with the independent auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

The district audit shall include ~~an audit of~~all income and expenditures by source of funds ~~for all funds of the district~~, including the student body and cafeteria funds and accounts, state and federal grant funds, and any other funds under the district's control or jurisdiction ~~of the district~~, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan. - (Education Code 41020)

If the district participates in the school district of choice program to accept interdistrict transfers, the Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. - (Education Code 48301)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal summary

appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. - (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. - (Education Code 41020)

Report on Expenditures of State Facilities Funds

When the district participates in the school facilities program pursuant to Education Code 17070.10-17079.30, the Superintendent or designee shall annually report a detailed list of all expenditures of state facilities funds, including interest, and of the district's matching funds for completed projects until all such funds are expended. The report shall identify expenditures on a project-by-project basis, reflect completed projects that were reimbursed within that fiscal year, and clearly indicate the list of projects that have been completed. - (Education Code 41024; 2 CCR 1859.104)

Audits of facilities projects shall be concluded within one year of project completion~~,~~ and shall be included as part of the district's audit for the fiscal year in which the project is reported as completed. - A project shall be deemed completed when any of the following conditions is met: - (Education Code 41024; 2 CCR 1859.104)

1. When the notice of completion for the project has been filed, all outstanding invoices, claims, and change orders have been satisfied, and the facility is currently in use by the district

2. Three years from the date of the final fund release for an elementary school project

3. Four years from the date of the final fund release for a middle or high school project

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact

2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law

3. Committed fund balance, including amounts constrained to specific purposes by the Board

4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose

5. Unassigned fund balance, including amounts that are available for any purpose.

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Lease Accounting

Any lease agreement involving the district, whether as lessor or lessee, shall be classified as a short-term lease, a contract that transfers ownership, or a lease other than short-term lease and contract that transfers ownership. District financial statement disclosures and schedules related to any lease shall comply with the standards specified in GASB 87.

Non-Voter-Approved Debt Report

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent of Schools and the county auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report

In accordance with GASB Statement 75, the district's financial statements shall report the expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at ~~a public~~an open meeting of the Board. (Education Code 42140)

The district's financial obligation for OPEBs shall be reevaluated every two years in accordance with GASB 75.

Workers' Compensation Claims Report

OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. - (Education Code 42141)

Legal References

State	**Description**
2 CCR 1859.104	Leroy F. Greene School Facilities Program; reporting requirements
5 CCR 15060	Standardized account code structure
5 CCR 15070	Submission of reports using standardized account code structure
5 CCR 15440-15451	Criteria and standards for school district budgets
5 CCR 15453-15464	Criteria and standards for school district interim reports
5 CCR 19810-19816.1	Audits
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 14500-14508	Financial and compliance audits
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17150-17150.1	Public disclosure of non-voter-approved debt
Ed. Code 17170-17199.5	California School Finance Authority
Ed. Code 33127	Standards and criteria for local budgets and expenditures
Ed. Code 33128	Standards and criteria; inclusions
Ed. Code 33129	Standards and criteria; use by local agencies
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 41010-41024	Accounting system and audits
Ed. Code 41326	Emergency apportionment
Ed. Code 41344	Repayment of apportionment significant audit exceptions
Ed. Code 41344.1	Appeals of audit findings
Ed. Code 41455	Examination of financial problems of local districts
Ed. Code 42100-42105	Requirement to prepare and file annual statement
Ed. Code 42120-42129	Budget requirements
Ed. Code 42130-42134	Financial reports and certifications
Ed. Code 42140-42142	Public disclosure of fiscal obligations
Ed. Code 42637	County superintendent review of district's financial and budgetary conditions
Ed. Code 42652	Revocation or suspension of warrant authority
Ed. Code 48300-48316	Student attendance alternatives; school district of choice program
Ed. Code 52060-52077	Local control and accountability plan
Gov. Code 16429.1	Local agency investment fund
Gov. Code 3540.2	Meeting and negotiating in public educational employment
Gov. Code 53646	Treasurer reports and statements of investment policy
Gov. Code 7900-7914	Appropriations limit
Federal	**Description**
2 CFR 200.0-200.521	Federal uniform grant guidance
31 USC 7501-7507	Single audits of federal program funds

Adopted: 9-17-02
Amended: 11-05, 11-08, 11-09, 4-13, 4-14, 11-18, 6-20-23

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO BOARD POLICY AND ADMINISTRATIVE REGULATION 3515 CAMPUS SECURITY**

ACTION

ISSUE: Should the Board of Education approve amendment to Board Policy (BP) and Administrative Regulation (AR) 3515– Campus Security?

BACKGROUND: Board Policy 3515 updated to reflect NEW LAW (SB 906, 2022) which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. AR updated to NEW LAW (AB 1352, 2021) which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, NEW LAW (AB 2355, 2022) which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and NEW LAW (SB 906, 2022) which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. BP/AR 3515 are being updated with the recommended language from CSBA.

ALTERNATIVES:
1. Approve amendment to BP and AR 3515– Campus Security as first and final reading.
2. Approve amendment to BP and AR 3515- Campus Security as first reading.
3. Do not approve amendment to BP and AR 3515– Campus Security.

RECOMMENDATION: Alternative #1

Respectfully submitted,

_____
Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD POLICY

Series 3000 *Business and Non-Instructional Operations* *BP 3515*

Campus Security

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. - Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded. (Penal Code 632 prohibits the recording of conversations unless the parties to the conversation may reasonably expect that the communication may be overheard or recorded.)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. - These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the

locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Legal Reference:

State	**Description**
24 CCR 1010.2	Door operations
24 CCR 1010.2.8.2	Lockable doors from the inside
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records
Ed. Code 49390-49395	Homicide threats
Gov. Code 11549.3	Independent security assessment
Pen. Code 469	Unauthorized making, duplicating or possession of key to public building
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.3	Definition of education records
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices
Management Resources	**Description**
Attorney General Opinion	75 Ops.Cal.Atty.Gen. 155 (1992)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 257 (2000)
California Department of Education Publication	Safe Schools: A Planning Guide for Action Workbook, 2002
Court Decision	Brannum v. Overton County School Board (2008) 516 F. 3d 489
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
National Institute of Justice Publication	The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999
US DOE Publication	FAQs on Photos and Videos under FERPA
Website	California Military Department
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services

Website	U.S. Department of Education, Protecting Student Privacy
Website	National Institute of Justice
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	CSBA

Adopted: 1-21-20
Updated: 6-20-23

OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

Campus Security

The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and ~~-~~includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity. These strategies ~~may~~ include a risk management analysis of each campus' security system, lighting system, and fencing. ~~-~~ Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping ~~may~~shall also be considered. ~~-~~ In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing.
   These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Secure the district's network infrastructure and web applications from cyberattacks. These strategies may include performing an independent security assessment of the district's network infrastructure and selected web applications.

4. Discourage vandalism and graffiti.
   These strategies may include plans to immediately cover graffiti and implement campus beautification.

5. Control access to keys and other school inventory.

6. Detect and intervene with school crime.
   These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, monitoring suspicious and/or threatening digital media content, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

   Additionally, all staff shall be made aware of their responsibilities regarding the immediate reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.~~1.9~~2, 1010.~~1.11)~~ 2.8.2)

Keys

The principal or designee shall be responsible for all keys used in a school ~~shall be the responsibility of~~

~~the principal or designee.~~. Keys shall be issued only to authorized employees who regularly need a key in order to carry out ~~their~~ job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

Adopted: 9-17-02
Amended: 1-21-2020, 6-20-23

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO ADMINISTRATIVE REGULATION 3516.2 BOMB THREATS**

ACTION

ISSUE: Should the Board of Education approve amendment to Administrative Regulation (AR) 3516.2– Bomb Threats?

BACKGROUND: Regulation updated to reflect NEW LAW (P.L. 117-159) which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. The regulation also updated to move and amend material regarding staff training, include and align language with the information provided by the U.S. Department of Homeland Security, and reflect NEW LAW (SB 906, 2022), which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. AR 3516.2 is being updated with the language recommended by CSBA.

ALTERNATIVES: 1. Approve amendment to AR 3516.2– Bomb Threats as first and final reading.
2. Approve amendment to AR 3516.2– Bomb Threats first reading.
3. Do not approve amendment to AR 3516.2– Bomb Threats.

RECOMMENDATION: Alternative #1

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

Bomb Threats

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for managing bomb threats. Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Receiving Threats

Any staff member receiving a bomb threat by telephone shall try to keep the caller on the line ~~so as~~for as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible. ~~He/she~~ To the extent possible, the staff member should also ~~try to determine~~ take note of the caller's gender ~~and~~, age ~~and should take note of~~, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or ~~other~~ voices.

~~Staff members who customarily receive telephone calls or~~The staff member should not hang up, even if the caller does, and copy the number and/or letters on the telephone's display, if available.

If the bomb threat is received through regular mail or in writing, the staff member who receives it should handle ~~packages shall receive training related to bomb threats.~~ the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email, text messaging, or social media, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee or other school official who receives a bomb threat shall immediately call 911 and report the threat or perceived threat to law enforcement. The employee shall also report the threat to the ~~principal~~Superintendent or designee.

   If the threat is in writing, ~~he/she~~the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

   If the threat is electronic, the employee shall leave the message ~~in an envelope and take~~open, and print, photograph, or copy the message and subject line, and note ~~of where~~the date and ~~by whom it was found.~~ time of the message.

2. Any student or employee ~~seeing~~who sees a suspicious package ~~shall promptly notify~~should not touch, tamper with, or move the ~~principal or designee.~~

3. ~~The principal or designee~~item, and shall immediately ~~use fire drill signals and institute~~notify law enforcement and the Superintendent or designee.

4. The Superintendent or designee shall immediately contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.
5. The ~~principal~~Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. ~~School police officers may assist in this search.~~ No ~~other~~ school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

~~Except for school police officers, no staff or students~~ No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department ~~staff advises the principal or designee that reentry is safe.~~ clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student ~~who makes~~found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Staff Training

The Superintendent or designee shall provide training regarding the assessment and reporting of potential threats and procedures for managing bomb threats to district and site administrators, safety personnel, teachers, and other staff members, as appropriate.

Legal References

State	**Description**
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 51202	Instruction in personal and public health and safety
Pen. Code 148.1	False report of explosive or facsimile bomb
Pen. Code 17	Felony, misdemeanor, classification of offenses
Pen. Code 245	Assault with deadly weapon
Federal	**Description**
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Adopted: 9-17-02, 6-20-23

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO BOARD POLICY AND ADMINISTRATIVE REGULATION 5131.7 WEAPONS AND DANGEROUS INSTRUMENTS**

ACTION

ISSUE: Should the Board of Education approve amendment to Board Policy (BP) and Administrative Regulation (AR) 5131.7 Weapons and Dangerous Instruments?

BACKGROUND: Board Policy 5131.7 updated to (1) expand the concept of district provided transportation, (2) reflect NEW LAW (SB 906, 2022) which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. AR updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law. BP/AR 5131.7 are being updated with the recommended language from CSBA.

ALTERNATIVES: 1. Approve amendment to BP and AR 5131.7 Weapons and Dangerous Instruments as first and final reading.
2. Approve amendment to BP and AR 5131.7 Weapons and Dangerous Instruments first reading.
3. Do not approve amendment to BP and AR 5131.7 Weapons and Dangerous Instruments.

RECOMMENDATION: Alternative #1

Respectfully submitted,

_____
Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000 *Students* *BP 5131.7*

Weapons And Dangerous Instruments

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds ~~or buses, or~~, when using district provided transportation, at ~~a~~ school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells~~,~~ or furnishes a firearm, or commits any act of assault with a firearm or other weapon. ~~(20 USC 7151;~~ (Education Code 48902; Penal Code 245, 626.9, 626.10~~)~~ 20 USC 7961)

Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration~~. The student shall also submit~~, together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when ~~he/she determines~~it is determined that ~~it~~possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use,

whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, ~~he/she shall take~~ all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. ~~-~~ Any permitted weapon ~~allowed~~ shall be stored in a locked vehicle or in an appropriate, locked container before and after ~~it's~~its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if ~~he/she possesses~~the weapon is possessed or ~~uses the weapon~~used inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas~~,~~ or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. ~~-~~ The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. ~~-~~Incident reports and records shall not identify the student who reported the possession. ~~–~~The Superintendent or designee shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Legal Reference:

State	**Description**
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	Mandatory notification of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49330-49335	Injurious objects
Ed. Code 49390-49395	Homicide threats
Pen. Code 16100-17360	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)
Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children

Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995
Federal	**Description**
20 USC 6301-8961	No Child Left Behind Act
20 USC 7961	Gun-Free Schools Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices
Management Resources	**Description**
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
U.S. Department of Education Publication	Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, 2018
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Safe Schools
Website	National Alliance for Safe Schools
Website	National School Safety Center
Website	U.S. Department of Education, Office of Safe and Drug Free Schools
Website	California Department of Education, Safe Schools
Website	CSBA

Adopted: 8-5-92
Amended: 9-17-02; 5-18-04, 9-18-07, 6-10-08, 9-21-10, 5-15-12, 6-20-23

OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-~~17350~~17360, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives~~:~~, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than ~~2~~3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade

4. Explosive and/or incendiary devices: ~~-~~ pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code ~~12020~~16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use ~~his/her~~the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately

2. Immediately notify the principal, who shall take appropriate action

3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous ~~device~~instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. - (Education Code 49331, 49332)

Adopted: 5-15-84
Amended: 8-5-92, 9-17-02, 3-10, 11-11, 6-20-23

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO BOARD POLICY AND ADMINISTRATIVE REGULATION 5142 SAFETY**

ACTION

ISSUE: Should the Board of Education approve amendment to Board Policy (BP) and Administrative Regulation (AR) 5142– Safety?

BACKGROUND: Board Policy 5142 updated to reflect NEW LAW (P.L. 117-159) which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. AR updated to reflect NEW LAW (SB 906, 2022) which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, and add language regarding staff responsibilities and training to align with requirement to report potential homicidal acts. Regulation also updated to add language that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, reflect NEW LAW (AB 2028, 2022) which authorizes the Board of an elementary, intermediate, junior high, or high school to assist local law enforcement, nonprofit associations or organizations such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, to provide such safety instruction to district students, and NEW LAW (AB 1946, 2022) which requires the Department of the California Highway Patrol to develop, and post on its web site, by September 1, 2023, statewide safety and training programs based on evidence-based practices for users of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles. BP/AR 5142 are being updated with the recommended language from CSBA.

ALTERNATIVES:
1. Approve amendment to BP and AR 5142– Safety as first and final reading.
2. Approve amendment to BP and AR 5142- Safety first reading.
3. Do not approve amendment to BP and AR 5142– Safety.

RECOMMENDATION: Alternative #1

Respectfully submitted,

Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD POLICY

Safety

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board ~~-~~may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5~~, 217~~))

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number

2. The National Domestic Violence Hotline

Legal Refrences

State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 5531	Supervision of extracurricular activities of students
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present

5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 215.5	Student identification cards; safety information
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE School Safety and Security Resource Unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 38134	Use of school property
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for high school students to leave school grounds; notice
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 49390-49395	Homicide threats
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Ed. Code 8482-8484.65	After School Education and Safety Program
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing
Pub. Res. Code 5411	Purchase of playground equipment usable by persons with disabilities
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities
Veh. Code 42201	Fines and forfeitures; disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway
Federal	**Description**
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices
Management Resources	**Description**
American Society for Testing and Materials Pub.	ASTM F1 1487-21, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use
California Department of Education Publication	Science Safety Handbook for California Public Schools, 2014
Court Decision	J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123

Court Decision	Knight v. Jewett, (1992) 3 Cal.4th 296
Court Decision	Lane v. City of Sacramento, (2010) 183 Cal. App. 4th. 1337
Court Decision	Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Court Decision	Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741
Court Decision	Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Court Decision	Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
U.S. Consumer Product Safety Comm Publication	Public Playground Safety Handbook, 2010
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	National Recreation and Park Association, Certified Playground Safety Inspector Certification
Website	U.S. Department of Education, Safe Schools
Website	American Society for Testing and Materials
Website	U.S. Consumer Product Safety Commission
Website	California Department of Education, Safe Schools
Website	U.S. Environmental Protection Agency
Website	CSBA
Website	California Department of Public Health
Website	Centers for Disease Control and Prevention

Adopted: 10-15-80
Amended: 8-4-82; 5-15-84; 5-20-86; 8-18-92; 9-17-02, 11-14-06, 2-18-20, 6-20-23

OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

Safety

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials~~.~~, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian~~.~~
2. An adult authorized on the student's emergency card as ~~someone~~an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity~~.~~
3. An authorized law enforcement officer acting in accordance with law~~.~~
4. An adult taking the student to emergency medical care at the request of the principal or designee~~.~~

Supervision of Students

Campus Supervisors will be responsible for supervising students 30 minutes before and after school.

Every teacher shall hold students ~~accountable~~to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any ~~such observations~~unusual incidents to the principal or designee~~,~~ and file a written report as appropriate.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.
In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones ~~on the playground~~ and require all playground supervisors to remain ~~outside~~ at a location from which they can observe their entire zone of supervision~~.~~ and be observed by students in the supervision zone

2. Consider the size of the playground area, the number of areas that are ~~not immediately visible~~obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students~~.~~

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. ~~Such training shall be documented and kept on file.~~

Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement and receive training in the assessment and reporting of such threats. The training shall be documented and kept on file.

Student Safety Patrols

A school safety patrol shall be composed of students of the school selected by the principal or designee and shall be allowed to serve only with written consent of the students and their parents/guardians. Patrol members shall be at least 10 years old and in the fifth grade. (Education Code 49302; 5 CCR 571)

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

Activities with Safety Risks

Due to concerns about the risk to student safety, the principal or designee shall not permit the following

activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Body Contact Sports

~~16.~~ 17. Other activities determined by the principal to have a high risk to student safety

~~Students who operate~~As needed, the Superintendent or ~~ride as a passenger~~designee may periodically provide training or instruction to students on ~~a bicycle,~~ the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates. Any student who rides any such bicycle, scooter, ~~or~~ skateboard, or ~~wear in-line or~~ roller skates~~, upon a street, bikeway, or any other public bicycle path or trail~~ at school shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification

of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

Adopted: 5-15-84
Amended: 5-20-86, 8-18-92, 9-17-02, 7-06, 7-07, 2-18-20, 6-20-23

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO BOARD POLICY AND EXHIBIT (STUDENT ACCEPTABLE USE AGREEMENT) 6163.4 STUDENT USE OF TECHNOLOGY**

ACTION

ISSUE: Should the Board of Education approve amendment to Board Policy (BP) and Exhibit (E) 6163.4 Student Use of Technology?

BACKGROUND: Board Policy 6163.4 and Exhibit were updated to reflect district practice with regard to Student Technology Acceptable Use Agreement (AUA.) With the increased use of technology in the classrooms and students being provided district-owned devices, the District technology committee felt it was important to revise the AUA to reflect district practice. Staff has worked with the District's legal counsel to review the language and compliance with current laws. Policy updated to make revisions consistent with current laws and district practice to ensure compliance with the law. BP/E 6134.4 are being updated with the recommended language from staff, District Technology Committee, and Legal Counsel.

ALTERNATIVES:
1. Approve amendment to BP and E 6163.4 Student Use of Technology as first and final reading.
2. Approve amendment to BP and 6163.4 Student Use of Technology first reading.
3. Do not approve amendment to BP and 6163.4 Student Use of Technology – Safety.

RECOMMENDATION: Alternative #1

Respectfully submitted,

_____
Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD POLICY

Series 6000 *Instruction* *BP 6163.4*

Student Use of Technology

The Governing Board intends that technological resources provided by the District be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of District technology, user obligations and responsibilities and consequences for unauthorized use and/or unlawful activities in accordance with this Board Policy and the District's Student Technology Acceptable Use Agreement.

District technology includes, but is not limited to, District-managed accounts, District-owned devices (e.g. computers, mobile computing devices including smartphones and tablets, telephones, removable storage devices, wireless access points (routers), ~~personal digital assistants~~, ~~MP3 players~~, wearable technology, any wireless communication device **(**emergency radios**)**, etc.); the District's email system, computer network, servers, wireless computer networking technology (Wi-Fi), online collaboration tools, file storage services; any system or program, or online resource owned, managed or licensed by the District (such as Google Workspace for Education ~~Apps For Education~~n, ~~EADMS~~, Aequitas Q Student Information System, etc.); peripherals; interactive display~~projection~~ systems; access to network information sources; and future technological innovations. All aspects of this policy and the District's Student Technology Acceptable Use Agreement, apply equally whether District accounts ~~technology~~ are~~is~~ accessed on or off site or through district-owned or personally-owned equipment or devices.

T~~Before a student is authorized to use the District's technology, t~~he student and their ~~his/her~~ parent/guardian shall sign and return the District's Student Technology Acceptable Use Agreement. In that agreement, the student and their ~~his/her~~ parent/guardian shall agree to not hold the District or any district staff responsible for the failure of any technology protection measures or users' mistakes or negligence, and shall agree to indemnify and hold harmless the District and District staff for any damages or costs incurred.

~~The District reserves the right to monitor all student use of District technology within the jurisdiction of the District without any advance notice. Students have no reasonable expectation of privacy when using District technology. By using District technology, students and parents grant specific consent to the District to search and monitor all use of District Technology, including, but not limited to, electronic communication information and electronic device information created, stored, or transmitted via District technology. Students using District technology shall be informed that their use of District technology, including, but not limited to, computer files, email, text messages, instant messages, Internet usage, and other electronic communications, is not private and may be monitored and/or accessed by the District at any time without additional notice. The data that students create, store, and/or transmit using District technology is not private and is considered the property of the District. Students' personally owned devices will not be searched unless there is a reasonable suspicion, under the circumstances, that the student is violating law, District policy, or school rules.~~
~~(New Jersey v. T.L.O.)~~

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that their use of district technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of the district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

District-owned devices may be provided to students for educational purposes. Upon receipt of a District-owned device, the student and the student's parents are the authorized possessor as defined in the California Electronic Communications Privacy Act ("CalECPA"). ~~, also known as Senate Bill 178~~. As an authorized possessor of a District-owned device, students are responsible for using the device appropriately for educational purposes and in accordance with the District's Student Technology Acceptable Use Agreement. Only the student assigned as the authorized possessor of the device may use the device. The District may confiscate any District-owned device at any time and without cause. If the District confiscates a District-owned device, the student is no longer the authorized possessor.

By using District technology and district accounts, whether from personal or District-owned devices, students and parents grant specific consent, as defined by CalECPA, to the District to review and monitor all electronic communication information and electronic device information created, stored, or transmitted via District technology.

The Superintendent or designee may gather and maintain information from the social media activity of any student for the purposes of innovative instruction and ~~ pertaining directly to~~ student or school safety ~~or student safety f~~ ~~rom the social media activity of any District student~~ in accordance with Education Code 49073.6 and BP/AR 5125 – Student Records.

Whenever a student is found to have violated Board policy or the District's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges and/or increase supervision of the student's use of the District technology, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using the District's technology and to help ensure that the District adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors, and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254, 47 CCR 54.520)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The District's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs;

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy District equipment or materials or manipulate the data of any other user, including so-called "hacking," and

3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.

The Superintendent or designee may~~shall~~ provide age-appropriate instruction in regard to safe and appropriate behavior on social networking sites, and other Internet services. Such instruction may~~shall~~ include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Legal References

State	**Description**
Ed. Code 49073.6	Student records; social media
Ed. Code 51006	Computer education and resources
Ed. Code 51007	Programs to strengthen technological skills
Ed. Code 60044	Prohibited instructional materials
Pen. Code 313	Harmful matter
Pen. Code 502	Computer crimes; remedies
Pen. Code 632	Eavesdropping on or recording confidential communications
Pen. Code 653.2	Electronic communication devices; threats to safety
Federal	**Description**
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR 312.1-312.12	Children's Online Privacy Protection Act
20 USC 7101-7122	Student Support and Academic Enrichment Grants
20 USC 7131	Internet Safety
47 CFR 54.520	Internet safety policy and technology protection measures; E-rate discounts
47 USC 254	Universal service discounts (E-rate)

Management Resources	**Description**
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
Federal Trade Commission Publication	How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000
Website	CSBA District and County Office of Education Legal Services
Website	California Coalition for Children's Internet Safety
Website	Center for Safe and Responsible Internet Use
Website	Federal Trade Commission, Children's Online Privacy Protection
Website	American Library Association
Website	Federal Communications Commission
Website	California Department of Education
Website	U.S. Department of Education
Website	CSBA

Adopted: 3-19-96
Amended: 9-17-02, 2-21-06, 2-19-08, 1-17-12, 9-15-15, 6-1-16, 6-20-2023

OPUSD Student Technology Acceptable Use Agreement

Overview of Responsible Digital Citizenship for Students

Internet Safety - **http://bit.ly/isafe1** (Common Sense Media video)

1. **See something, say something.** If you come across inappropriate material that is not respectful or makes you feel uncomfortable, tell a trusted adult such as a teacher, school counselor, or administrator right away.

2. **Don't give out personal information**. Personal information includes, but is not limited to, your last name, phone number, address, birth date, and school.

3. **Never send pictures to strangers** even if they are your "friend" on social media.

4. **Keep passwords private.** Only share passwords with trusted adults (your parents/guardians and teachers, for example). Don't share your password(s) with your friends.

5. **Don't download anything without permission.** Certain downloads may contain viruses, malware, or spyware that can hurt your computer or access personal information.

Ethical Use & Cyberbullying

6. **Be authentic.** How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.

7. **Be polite & respectful.** If you don't have something nice to say, don't say anything at all. It is acceptable to disagree with someone else's opinions, but make sure your words are constructive and not hurtful. If you wouldn't say it to them in person, don't post it!

8. **Be an upstander.** Stand up to cyberbullies and tell a trusted adult if someone is being bullied online.

9. **Think before you post.** Social media venues including popular apps, blogs, photo and video sharing sites are very public. What you post leaves a digital footprint for all to see. Before you post, ask yourself: Is it kind? Is it honest? Is it appropriate? Is it spelled correctly? Would I want my parents/guardians, teachers, future school or employer to view it?

Plagiarism & Copyright - **http://bit.ly/icopyfair1** (Common Sense Media video)

10. **Do your own work**! Do not use other people's creations (intellectual property) without their permission.

11. **Cite your sources - pictures, too!** It is a violation of copyright law to copy/paste and/or share someone else's work. When paraphrasing another's idea(s) be sure to cite your source with the URL. Verify you have permission to use the image or that it free to use under Creative Commons attribution. Hyperlink to your sources.

Appropriate Use of Equipment & Accounts

12. **Treat equipment and network with respect.** OPUSD is fortunate to have the resources we do. Be kind to both the computing devices and the network. Don't try to hack or bypass security and web filtering tools. Don't use virtual private networks, spyware, or launch viruses. Families may be charged for the cost of repairing damaged devices so handle all computing devices with care.

13. **Use your District Google Drive Account appropriately.** Your *@opusd.us* account should be used to collaborate, communicate, and create for school projects. It should not be used for illegal peer-to-peer file sharing, or to store media files (movies, videos, games, or software) you don't own.

14. **Use 3D printers appropriately.** 3D printers are for making student designed/modified creations for school assignments and are not to be used to make the following types of objects, models, or designs:

- Weapons, firearms, or models of weapons
- Drug use tools (including vaping or smoking devices, etc.)
- Sexual material (body parts associated with reproduction, toys, etc.)
- Explicit or threatening wording or terminology

15. **Review and observe the full OPUSD Student Technology Acceptable Use Agreement www.opusd.org/StuTechAUA**

OPUSD Student Technology Acceptable Use Agreement

Oak Park Unified School District ("OPUSD" or "District") offers its educational community a wide range of technologies to support teaching and learning. The District is committed to promoting a respectful, secure, and responsible learning environment in all areas of the educational setting, including the digital context. This Technology Acceptable Use Agreement ("AUA") provides students and parents/guardians with the rules, expectations, and guidance for a student's appropriate use of District technology.

Use of District technology shall comply with all OPUSD Board policies and procedures, including, but not limited to, Board Policy 6163.4, as well as all applicable federal and state laws.

District "technology" includes all tools and resources including but not limited to, **District-owned computing devices and peripherals** (e.g., computers, Chromebooks, tablets, removable storage devices, printers, interactive classroom projection systems, etc.); **District network and communication devices/services** (telephones, wired and wireless networks, security cameras, emergency radios, email systems, file servers, etc.); **District-managed on-line services** (such as Google Workspace For Education, Aequitas Q Student Information System, Parent Square, etc.); access to all on-line collaboration and information sources; and any and all future technological innovations.

The advent of on-line learning spaces, particularly those managed by the District including Google Workspace For Education, expands the concept of class time beyond the school campus. Students should consider their use of District provided on-line accounts a school-sponsored activity so that their actions and behaviors while on-line using school accounts and interacting with others falls under the purview of this AUA. This is particularly true of the District's 1-to-1 take-home mobile device programs.

OPUSD supports and encourages students' First Amendment right to free speech, but a student's communication that adversely impacts a school's instructional environment (e.g., making others feel unsafe while on campus, is disruptive to learning or school operations, or is in a district managed on-line collaboration tool) may not be speech protected by the Constitution-- even if it occurs off campus (See, U.S. Supreme Court ruling in *Tinker v. Des Moines Independent Community School District*). Students are cautioned to communicate responsibly while on-line at all times to ensure the school environment remains safe and welcoming to all.

By using District technology students and parents/guardians agree to and acknowledge the following:

1. By using District technology, whether from personal or District-owned devices, students and parents/guardians grant specific consent, as defined by the California Electronic Communications Privacy Act (also known as "CalECPA" or Senate Bill 178), for the District to review and monitor all electronic communication information and electronic device information created with, stored on, or transmitted via District technology.

2. The District may monitor or access any and all student use of District technology without any further advanced notice. Students have no reasonable expectation of any right to privacy while using District technology, which, as stated above, includes any and all files and communications traveling over or stored on its network, or while using District provisioned accounts and on-line resources including email and on-line collaboration tools at any time.

3. Students must abide by all school policy and procedures as outlined in their school's Student Handbook when using District technology. The inappropriate use of technology while on campus or through district managed accounts off campus may result in school discipline.

4. Electronic devices are only permitted for educational uses while on campus. Students who play games, text message, or attempt to access social networking websites or applications during class time without the consent, direction, and supervision of a teacher may have the privilege to use District technology suspended or revoked. Repeated violations may result in additional discipline.

5. The District may act as an authorized agent for the creation of on-line student accounts solely for educational purposes in accordance with state and federal student information privacy laws (COPPA, FERPA, SOPIPIA, etc.). District managed student accounts may include but are not limited to, on-line accounts created to access Google Workspace For Education, Apple iCloud/Classroom, Microsoft Office365, and access to other apps, programs, or on-line services and digital curriculum resources.

6. Cellular phones and personal electronic devices may be brought to campus and used only under the following specific circumstances.

a. **Elementary & Middle School Policy Specifics**: Cellular phones and personal electronic devices must be turned off and stowed during school hours, including non-class time (e.g., recess, nutrition, lunch) unless otherwise permitted or directed by a staff member. Middle School Student also need to abide by the Middle School Cell Phone and Electronic Device Policy.

b. **High School Policy Specifics**: Cellular phones and personal electronic devices may be used during non-class time (e.g., nutrition, lunch), in a manner that abides by this AUA and all school rules described in the school handbook.

Students who bring cell phones or other personal electronic devices to school do so at their own risk. Students and parents/guardians release the District from liability due to loss, damage, or theft, or loss of use of the device, even if confiscated. All personal devices brought to school by students must be kept in the **OFF position** and out of view during class time unless allowed by the classroom teacher or administrator and under their direct supervision. Students may use cell phones or other personal electronic during class time **only if** under the direct supervision and instruction of a teacher or administrator. Failure to comply may result in the immediate confiscation of the device, and the school may return the device only to a student's parent/guardian.

7. Electronic devices with a camera or recording capability (including cell phones, tablets, Chromebooks, both personal and school issued) may not be turned on or taken out of its covered carrying case/bag in a bathroom or locker room. If a student is found with a device turned on or out in the open in either of these locations the device will be confiscated immediately and may result in more severe discipline/consequences.

8. The District may use images and videos of students for marketing and community outreach including on the school and district's website, social media sites, and print materials. Parents/guardians may decline to allow this by completing a **Student Media Release Opt-Out Form** obtained from the school office and obtaining a signature of receipt on that Form from their child's school office manager or designee. This Opt-Out Form must be completed and submitted annually to the school office.

9. The following activities or uses of technology are prohibited to ensure a **respectful** digital learning environment:

- Using technology to threaten, bully, or harass others by sending, accessing, uploading, downloading, or distributing text, images, or other materials or means that are offensive, threatening, profane, obscene, or sexually suggestive or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs.
- Recording video or audio of students or staff without their permission.
- Searching for, accessing, creating, or possessing lewd, sexually suggestive, graphically violent, or derogatory/demeaning images and/or media files, or creating such material with a 3D printer.
- Posing on-line as someone other than themselves.
- Using District issued devices or network to search for and/or access repositories of illegal content, content that may cause harm to the District's network, or content that promotes, encourages, or teaches students how to commit an illegal act (e.g., bomb-making, drug making, intentionally causing harm, etc.)
- Bypassing (or attempting to) the District's internet content filter through a web proxy, anonymizers, or other means from a District or personal device.

10. The following activities or uses of technology are strictly prohibited to ensure a **secure** digital learning environment:

- Circumventing network and device security measures, bypassing web filters, or attempting to access confidential, private, or restricted information on the District's network or district managed on-line services.
- Sharing one's passwords or access to on-line accounts with anyone other than the student's parent/guardian or trusted adult.
- Logging into a device or service with the account of another student or a staff member or otherwise gaining access to their files and accounts without their permission. **Students are strictly prohibited from accessing or using teacher's accounts to view, modify, or input information into Teacher Connect, the teacher's portal into the student information system. This includes entering attendance or grades into the "Q", a function that only teachers are allowed to do.** Teacher Connect provides access to information that is restricted to staff and protected by state and federal laws which students are not allowed to see.

- Sharing or publishing personal information on-line such as a phone number, home address, financial information, social security numbers, family issues, login credentials and passwords.
- Destroying, damaging, defacing, or rendering unusable any property (both physical property like a computer, or virtual, such as a webpage) belonging to the District or another person.
- Altering a District device's settings in a manner to cause confusion, frustration, or loss of use to other users (changing backgrounds, homepages, dock, network configurations, account logins, etc.).
- Using or installing viruses, malware, keyloggers, spyware, or other software/hardware that can be used to damage the District's network, harvest other users' login information and other data, or propagate unwanted messages or files.

11. The following activities or uses of technology are strictly prohibited to ensure a **responsible** digital learning environment:

- Plagiarism or other forms of academic dishonesty
- Illegally downloading, storing, installing, or transmitting copyrighted materials without the proper license or permissions. The District explicitly forbids student use of torrenting software or services on the District network.
- Stealing others' intellectual property including text, music, movies, and software, or using them without the appropriate citation or expressed permission in accordance with Copyright Laws and Fair Use guidelines or any other applicable laws.
- Using or visiting social networking sites (e.g., Facebook, Instagram, Twitter, Snap Chat, etc.) for non-educational purposes during class time.
- Use of instant messaging or chat rooms not directly related to instruction (including texting, picture messaging, audio and video messaging) during class time.
- Publishing other people's personal information including images of their private events without their explicit permission or using social media to purposefully-make others feel uncomfortable or left out.
- Creating 3D printed objects that represent weapons, drug paraphernalia, things of a sexual nature.

12. Everything students publish or post on-line can create a permanent digital footprint that remains out of their control. Students should be mindful of the digital trail they create for themselves – it is like a tattoo which is almost impossible to erase. Apps, websites, and software that claim to delete information may still leave a permanent record accessible to others. Students should not assume their on-line presence will remain private and should conduct themselves on-line expecting that any and all data they furnish could be accessible to a wider audience such as college admissions officers and potential employers in the future.

13. All OPUSD academic and behavioral policies and expectations apply to technology use on campus while using District technology or personal devices, and any off-campus use of technology that may cause serious disruption at school. The District reserves the right to intervene when off-campus (including on-line) issues are brought to its attention that have the potential to impact school climate and safety.

14. Unsanctioned use of Artificial Intelligence technologies in order to represent that the contents of an automatically generated prompt result is the student's original work is strictly prohibited. The District may, in its discretion, outline authorized uses for Artificial Intelligence technologies to extent that the District deems appropriate. These uses may include, but are not limited to research, reference checks, or information gathering not used in lieu of the student submitting an original work product. Students are cautioned to evaluate the soundness of their prompt results and warned that the final product remains their personal responsibility. Students in all regards are cautioned to utilize Artificial Intelligence technologies ethically and with the greatest degree of integrity.

15. School or district issued computing device will be treated in a manner similar to a school issued textbook. Families will be responsible to pay for the district's cost to repair or replace a willfully damaged Chromebook or computing device, just as they are responsible to pay for or replace a textbook that has been willfully damaged. The cost to repair/replace a damaged or destroyed Chromebook could cost up to $500.

16. Students whose behavior indicates willful abuse or destruction of school issued devices or other district technology may be referred for appropriate disciplinary action consistent with this AUA and board policy including but not limited to the following:

- An increase in the supervision of a student's use of District technology.
- Discipline, including, but not limited to, detention, suspension and expulsion in accordance with the student behavior and discipline policies outlined in the school handbook or applicable law.
- Legal action in accordance with Board policy or law.
- Reimbursement of expenses, including costs of repair and/or replacement.

As the District works to fulfill its mission of preparing students for higher education and an evolving workforce, it will increasingly utilize tools and resources that are housed on-line and accessed through the internet. On-line accounts are necessary for web-based file storage and collaboration tools such as Google Drive, Google Classroom, Google Docs, and District administered Google email, Apple School Manager, Apple Classroom, as well as other educational web-based resources. Web and cloud- based services permit on-line distribution and hand-in of student assignments, on-line based class discussions and collaboration activities, web-based curriculum or learning resources, and in some grade levels, student email.

District provisioned student accounts will comply with state and federal student privacy requirements. In California, the Student On-line Personal Information Protection Act SOPIPA (AB1584, SB1777, and AB1442) creates privacy standards for all on-line services catering to K-12 education in California and prevents them from advertising to students, building digital profiles about them, or selling harvested student information to other parties. The District believes these restrictions provide a safe environment for students to utilize accounts that are created by the District for accessing on-line educational resources and services.

The federal Child On-line Privacy and Protection Act (COPPA) allows school districts to provide consent on a parent/guardian's behalf to create on-line accounts which may collect student information limited to the educational context and for no other commercial purpose. The district does not utilize vendors with sales and marketing access to student accounts.

As part of the District's multi-tiered digital citizenship training strategy, **students will not be allowed access to email services in grades K-2** even though the District will assign each student a Google log-in. **Students in grades 3-8 will have limited email** functionality which allows them to send and receive emails with their teacher and other students within the District, but not the "outside world" unless it is to a specific pre-approved site/destination for a particular assignment. The District will grant **students in grades 9-12 more access to send and receive e-mails with individuals and organizations outside of the District**, but all email communications must be for educational purposes and the District may monitor them.

Student Technology Acceptable Use Agreement
Acknowledgement Page

Parents/guardians and Students shall acknowledge receipt, reading, and understanding the contents of this AUA on an annual basis. This may be done through the registration/enrollment process electronically or through the Q ParentConnect/Student Connect login portal. The current active version of the Student Technology AUA can be reached at www.opusd.org/stutechtaua. These policies are in effect whenever a student uses or accesses District technology, including but not limited to, devices on the District network or District managed on-line accounts. Parents/guardians and students agree to abide by the AUA as a condition for using District technology.

Notice of Student Photo and Media Release Opt-Out Form

In accordance with California Education Code section 49076 and Title 34 of the Code of Federal Regulations, the District considers photographs (including digital photos) to be directory information and thus may be used by the District for non-commercial purposes including digital, on-line, and traditional publications. Parents/guardians may opt-out of the use of student photos by the District by completing the **Media Release Opt-Out Form** which may be obtained from the school office and submitting the completed form to the school office annually with a counter signature provided by the school office to denote receipt.

By using District technology resources after reading this AUA, we (Parent/Guardian and Student) agree to not hold the District, or any District staff, responsible for the failure of any technology protection measures or users' mistakes or negligence and agree to indemnify and hold harmless the District and District staff for any damages or costs incurred as is required by Board Policy 6163.4.

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO BOARD BYLAW 9270 CONFLICT OF INTEREST**
ACTION

ISSUE: Should the Board of Education approve amendment to Board Bylaw (BB) 9270 Conflict of Interest?

BACKGROUND: Board Bylaw 9270 updated to reflect NEW LAW (SB 1439, 2022) which makes applicable to elected district officers the prohibition against accepting, soliciting, or directing a contribution of more than $250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, and from participating in making, or in any way attempting to use the official position to influence the Board's decision when a district officer received a contribution of more than $250 from a party or participant in the preceding 12 months, as specified. Bylaw also updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar. BB 9270 is being updated with the recommended language from CSBA.

ALTERNATIVES:
1. Approve amendment to BB 9270- Conflict of Interest as first and final reading.
2. Approve amendment to BB 9270- Conflict of Interest first reading.
3. Do not approve amendment to BB 9270- Conflict of Interest.

RECOMMENDATION: Alternative #1

Respectfully submitted,

_____
Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
BYLAWS OF THE BOARD

Conflict of Interest

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by ~~their~~the Board member's, district employee's, or other designated persons financial, family, or other personal interest or consideration.

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5~~).~~)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community
adequate notice and a fair opportunity to present their views. (Government Code 87311)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A district official, including a Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use ~~the board member's~~an official position to influence a governmental decision in which the ~~board member~~district official knows or has reason to know that ~~the board member has~~there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the ~~Board member, designated employ~~

~~person in a designated position, their~~district official, the district official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103;; 2 CCR ~~18700-18709)~~18700-18707)

A ~~Board member, designated employee, or other person in a designated position~~district official makes a governmental decision when ~~acting~~, within the authority of ~~their~~the office or position~~. (2 CCR~~, the district official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before another district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704~~)~~

However, a ~~Board member~~district official shall participate in the making of a contract in which the ~~board member~~district official has a financial interest if ~~the board member's~~such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

To avoid improper influence over the Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, district officers, which includes Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A district officer is prohibited from accepting, soliciting, or directing a contribution of more than $250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, if the Board member knows or has reason to know that the party or participant has a financial interest in the Board's decision.

2. Any district officer who received a contribution of more than $250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the Board rendering a decision in the proceeding. If the district officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the Board's decision, the district officer shall not make, participate in making, or in any way attempt to use the official position to influence the Board's decision.

3. A district officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the district officer knows or should have known about the contribution and the proceeding.

4. A district officer who unknowingly accepts, solicits, or directs a contribution of more than $250 during the 12 months after the date of the Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding $250, within 14 days of accepting, soliciting, or directing the contribution, provided the district officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The district officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.

2. Recuse themselves from discussing and voting Not discuss or vote on the matter, or otherwise ~~acting~~act in violation of Government Code 87100. ~~-~~The Board member shall not be counted toward achieving a quorum while the item is discussed.

   However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. ~~-~~The Board member may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

   If the item is on the consent calendar, the Board member shall either make a motion to remove the item from the consent calendar or the Board member shall abstain from voting on the consent calendar. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.
   ~~If the item is on the consent calendar, the Board member must recuse themselves from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.~~

4. If the Board's decision is made during closed session, disclose the ~~board member's~~ interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that the ~~board member's~~ recusal is because of a conflict of interest pursuant to Government Code 87100.~~-~~ The Board member shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. ~~-~~If a Board member has such a financial interest~~,~~ in a contract made by the Board, the contract is void. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract in which ~~the board member has~~there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. ~~-~~The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. ~~-~~ (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract in which the ~~board member's~~ interest is a "noninterest" as defined in Government Code 1091.5. ~~-~~Noninterest includes a Board member's interest in being reimbursed for ~~the board member's~~ actual and necessary expenses incurred in the performance of ~~the board member's~~ official duties, in the employment of ~~the board member's~~a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which the Board member's private or personal interest may conflict with ~~the board member's~~ official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. ~~-~~ (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. ~~-~~ (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. ~~-~~ (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal References

State	Description
2 CCR 18110-18997	Regulations of the Fair Political Practices Commission
2 CCR 18438.1-18438.8	Campaign contribution-based conflicts of interest
2 CCR 18700-18760	Conflicts of Interest
2 CCR 18722-18740	Disclosure of interests
2 CCR 18753-18756	Conflict of interest codes
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 35107	School district employees
Ed. Code 35230-35240	Corrupt practices
Ed. Code 35233	Prohibitions applicable to members of governing boards
Ed. Code 41000-41003	Moneys received by school districts
Ed. Code 41015	Investments
Fam. Code 297.5	Rights, protections, and benefits of registered domestic partners
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 1125-1129	Incompatible activities
Gov. Code 52334-53235.2	Ethics training
Gov. Code 81000-91014	Political Reform Act of 1974
Gov. Code 82011	Code reviewing body
Gov. Code 82019	Definition; designated employee
Gov. Code 82028	Definition; gift
Gov. Code 82030	Definition; income
Gov. Code 82033	Definition; interest in real property
Gov. Code 82034	Definition; investment
Gov. Code 84308	Campaign disclosure
Gov. Code 87100-87103.6	General prohibitions
Gov. Code 87200-87210	Disclosure
Gov. Code 87300-87313	Conflict of interest code
Gov. Code 87500	Statement of economic interests
Gov. Code 89501-89503	Honoraria and gifts
Gov. Code 89506	Ethics; travel
Gov. Code 91000-91014	Enforcement
Pen. Code 85-88	Bribes
Public Contract Code 6102	Awarding of contracts

Rev. & Tax Code 203	Taxable and exempt property - colleges
Management Resources	**Description**
Attorney General Opinion	105 Ops.Cal.Atty.Gen.69 (2022)
Attorney General Opinion	63 Ops.Cal.Atty.Gen. 868 (1980)
Attorney General Opinion	65 Ops.Cal.Atty.Gen. 606 (1982)
Attorney General Opinion	68 Ops.Cal.Atty.Gen. 171 (1985)
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 255 (1986)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 320 (1997)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 327 (1998)
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 83 (1999)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 60 (2002)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 138(2003)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 217 (2006)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 19 (2009)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 26 (2009)
Court Decision	Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Court Decision	Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469
Court Decision	Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511
Court Decision	McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235
Court Decision	Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655
CSBA Publication	Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
Fair Political Practices Commission Publication	Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
Institute For Local Government Publication	Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Institute for Local Government Publication	Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
Website	CSBA District and County Office of Education Legal Services
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	CSBA

Adopted: 10-19-77
Amended: 11-6-84, 9-11-90, 3-12-02, 9-17-02, 11-19-02, 11-14-06, 10-19-10, 9-16-14, 8-16-16, 9-15-20, 6-20-23

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **APPROVE AMENDMENT TO BOARD BYLAW 9320 MEETINGS AND NOTICES**

ACTION

ISSUE: Should the Board of Education approve amendment to Board Bylaw (BB) 9320 Meetings and Notices?

BACKGROUND: Board Bylaw 9320 Bylaw updated to reflect NEW LAW (AB 2449, 2022) which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause'". Bylaw also updated to reflect NEW LAW (AB 2647, 2022) which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, bylaw updated to reference the expiration of the California COVID-19 State of Emergency on February 28, 2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024. BB 9320 is being updated with the recommended language from CSBA.

ALTERNATIVES: 1. Approve amendment to BB 9320- Meetings and Notices as first and final reading.
2. Approve amendment to BB 9320- Meetings and Notices first reading.
3. Do not approve amendment to BB 9320- Meetings and Notices.

RECOMMENDATION: Alternative #1

Respectfully submitted,

_____
Jeff Davis, Ed.D.,
Superintendent

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

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hardy				
Helfstein				
Lantsman				
Moynihan				
Wang				

OAK PARK UNIFIED SCHOOL DISTRICT
BYLAWS OF THE BOARD

Meetings And Notices

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board ~~or district~~. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility. (Government Code 54953, 54953.2, 54954.1, 54954.2)

Notice of the procedure for receiving and resolving requests for accommodation described above shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953)

Regular Meetings

The Board shall hold one regular meeting(s) each month. ~~-~~Regular meetings shall be held at 5:00 p.m. for Closed Session and 6:00 p.m. for Open session on the 3rd Tuesday of the month.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's web site. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose or on the district web site, consistent with Government Code 54957.5, at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an- emergency situation- for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification ~~must~~shall be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in Items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Traditional Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction.

All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas

Unless a Board member participates by teleconference pursuant to the provisions described in the sections "Teleconferencing During a Personal Emergency," "Teleconferencing For 'Just Cause'" or "Teleconferencing During a Proclaimed State of Emergency" below, agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. ~~Additional teleconference locations may be provided to the public. (Government Code 54953)~~

All teleconference locations shall be accessible to the public and the public shall have the right to address the Board directly at each teleconference location. Additional teleconference locations may be provided to the public. (Government Code 54953)

Teleconferencing During a Personal Emergency

Until January 1, 2026, with approval from the majority of the Board, a Board member may be permitted to participate in a meeting remotely when a physical or family medical emergency prevents the Board member from attending in person. The Board member requesting to appear remotely shall notify the Board of the emergency situation as soon as possible, and provide a concise general description of the circumstances relating to the Board member's need to appear remotely. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)

A Board member may not appear remotely under emergency circumstances for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely under emergency circumstances for more than two meetings. (Government Code 54953)
When a Board member is approved to participate remotely due to emergency circumstances, the Board

member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If permitted to participate remotely, the Board member shall utilize both audio and visual technology and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing for "Just Cause"

A Board member may be permitted to appear remotely, pursuant to the provisions below, for just cause for no more than two meetings per calendar year. A Board member appearing for just cause shall notify the Board at the earliest possible opportunity of the need to participate in the meeting remotely, including at the start of a regular meeting. (Government Code 54953)

Just Cause may exist for any of the following: (Government Code 54953)

1. ~~All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)~~

   ~~Teleconferencing During a Proclaimed State of Emergency~~
   ~~The~~A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely

2. A contagious illness prevents a Board member from attending in person

3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated

4. A Board member is traveling while on official business of the Board or another state or local agency

When a Board member participates remotely for just cause, the Board member is not required to participate from a location which is accessible to the public and the location does not need to be identified on the agenda. (Government Code 54953)

If the Board member participates remotely, the Board member shall utilize both audio and visual technology

and publicly disclose, before any action is taken, whether any other individuals 18 years or older are present in the remote location with the Board member, and the general nature of the member's relationship with such individuals. (Government Code 54953)

The district shall also provide public access to the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with public comment being allowed via the remote platform as well as in person and the public shall be able to offer comments in real time. The agenda shall include information describing how members of the public can access the platform. (Government Code 54953)

If a disruption prevents broadcasting the meeting to members of the public using the call-in option or internet-based service option, or a disruption that is within the Board's control prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board shall not take action on agenda items until public access to the meeting is restored. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

Until January 1, 2024, the Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing

2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees

3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act

2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

   Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3

4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time

5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed

6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public using the call-in option or ~~for~~internet-based service option, or in the event of a disruption within the district's control that prevents members of the public ~~to offer~~from offering public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person

2. State or local officials continue to impose or recommend measures to promote social distancing

Legal References

State	**Description**
Ed. Code 35140	Time and place of meetings
Ed. Code 35143	Annual organizational meetings; date and notice
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35146	Closed sessions; student matters
Ed. Code 35147	Open meeting laws exceptions
Gov. Code 11135	Prohibition of discrimination
Gov. Code 3511.1	Local agency executives
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54953	Oral summary of recommended salary and benefits of superintendent
Gov. Code 54954	Time and place of regular meetings
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 54956	Special Meetings
Gov. Code 54956.5	Emergency meetings
Gov. Code 6252-6270	California Public Records Act
Gov. Code 7920.000 - 7930.170	California Public Records Act
Gov. Code 8625-8629	California Emergency Services Act
Federal	**Description**
28 CFR 35.160	Effective communications for individuals with disabilities

28 CFR 36.303	Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	**Description**
Attorney General Opinion	78 Ops.Cal.Atty.Gen. 327 (1995)
Attorney General Opinion	79 Ops.Cal.Atty.Gen. 69 (1996)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 181 (2001)
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 30 (2001)
Attorney General Opinion	88 Ops.Cal.Atty.Gen. 218 (2005)
Court Decision	Knight First Amendment Institute at Columbia University v. Trump, (2019) 928 F.3d 226
Court Decision	Garnier v. Poway Unified School District, (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208
Court Decision	Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th 533
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
Institute for Local Government Publication	The ABCs of Open Government Laws
League of California Cities Publication	Open and Public V: A Guide to the Ralph M. Brown Act, 2016
Website	CSBA District and County Office of Education Legal Services
Website	CSBA, GAMUT Meetings
Website	Institute for Local Government
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Adopted: 10-19-77
Amended: 9-7-93, 3-12-02, 9-17-02, 4-19-05, 12-12-06, 9-16-08, 4-21-09, 5-15-12, 2-16-21, 3-15-22, 6-20-23

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **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 May 31st of the 2022-23 fiscal year?

BACKGROUND: The State's funding appropriation schedule for school districts is always challenging. Continuing its standard practice of the last several years, the Business Office has produced a monthly cash flow report as an ongoing tool to assist the both the Administration and Board in analyzing and managing the District's cash in order to remain cash-solvent.

FISCAL IMPACT: None- for information only.

RECOMMENDATION: None - for information only.

Prepared by: Byron Jones, Director, Fiscal Services
Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

_____
Jeff Davis, Ed.D.
Superintendent

Oak Park Unified
56-73874-0000000

Cashflow Report
2nd Interim Budget - Through May 2023
Base Year 2022-23; Actuals Through the Month of May

Fund 01

	Object Range	Budget/Beg. Balance	2022 July	August	September	October	November	December	2023 January	Feburary
A. BEGINNING CASH		**6,945,986**	**6,945,986**	**7,809,164**	**4,545,640**	**5,565,286**	**3,545,361**	**3,416,148**	**13,816,543**	**11,335,072**
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	32,836,040	1,082,220	1,082,220	4,949,597	1,947,997	1,947,997	4,949,596	1,947,997	1,647,170
Property Taxes	8020-8079	13,258,402	89,653	235	36,380	—	514,728	7,208,016	214,152	—
Miscellaneous Funds & LCFF Transfers	8080-8099	0	—	—	—	—	—	—	—	—
Federal Revenue	8100-8299	1,523,051	4,540	21	274,669	(139,327)	528,572	(162,568)	(297,009)	255,551
Other State Revenue	8300-8599	5,705,200	70,322	246,218	602,897	(146,723)	898,937	1,445,554	397,232	47,748
Other Local Revenue	8600-8799	6,115,814	371,209	277,633	670,446	716,711	488,535	423,579	386,437	442,069
Interfund Transfers in	8910-8929	0	—	—	—	—	—	—	—	—
All Other Financing Sources	8930-8999	0	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		**59,438,507**	**1,617,944**	**1,606,327**	**6,533,989**	**2,378,658**	**4,378,769**	**13,864,176**	**2,648,809**	**2,392,538**
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	25,154,377	207,725	2,511,593	2,414,016	2,392,964	2,424,338	2,403,626	2,402,869	2,392,565
Classified Salaries	2000-2999	8,278,089	255,214	726,209	780,238	735,409	759,357	730,541	715,774	740,166
Employee Benefits	3000-3999	12,488,666	133,082	1,187,959	1,202,943	1,194,621	1,200,640	1,187,627	1,184,849	1,188,096
Books and Supplies	4000-4999	2,832,648	127,897	615,477	548,612	61,547	98,699	19,484	82,709	191,995
Services	5000-5999	6,519,178	127,887	803,884	447,310	540,915	410,319	461,888	876,095	288,942
Capital Outlay	6000-6999	37,194	12,194	—	—	25,000	—	—	—	—
Other Outgo	7000-7499	453,856	2,011	16,529	3,620	9,143	18,138	3,620	3,620	7,393
Interfund Transfers Out	7600-7629	0	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		**55,764,008**	**866,010**	**5,861,650**	**5,396,739**	**4,959,599**	**4,911,490**	**4,806,785**	**5,265,916**	**4,809,158**
E. NET INCREASE/DECREASE (B - C + D)		**1,888,922**	**863,178**	**(3,263,524)**	**1,019,646**	**(2,019,925)**	**(129,213)**	**10,400,395**	**(2,481,472)**	**(1,565,798)**
F. ENDING CASH (A + E)			**7,809,164**	**4,545,640**	**5,565,286**	**3,545,361**	**3,416,148**	**13,816,543**	**11,335,072**	**9,769,273**
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Oak Park Unified
56-73874-0000000

Cashflow Report
2nd Interim Budget - Through May 2023
Base Year 2022-23; Actuals Through the Month of May

Fund 01

	Object Range	Budget/Beg. Balance	2023 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
A. BEGINNING CASH		**6,945,986**	**9,769,273**	**10,485,575**	**9,509,890**	**3,157,816**	**—**	**—**	**—**	**—**
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	32,836,040	5,265,990	1,647,170	1,647,170	4,722,322	—	(1,406)	32,836,040	—
Property Taxes	8020-8079	13,258,402	4,841	5,009,870	111,040	69,488	—	—	13,258,402	—
Miscellaneous Funds & LCFF Transfers	8080-8099	0	—	—	—	—	—	—	—	—
Federal Revenue	8100-8299	1,523,051	—	13,813	57,838	(6,584)	993,535	—	1,523,051	0
Other State Revenue	8300-8599	5,705,200	455,350	697,242	582,612	279,537	662,977	(534,704)	5,705,200	—
Other Local Revenue	8600-8799	6,115,814	418,313	479,053	621,212	472,534	460,740	(112,656)	6,115,814	(0)
Interfund Transfers in	8910-8929	0	—	—	—	—	—	—	—	—
All Other Financing Sources	8930-8999	0	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		**59,438,507**	**6,144,494**	**7,847,148**	**3,019,872**	**5,537,298**	**2,117,252**	**(648,765)**	**59,438,507**	**(0)**
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	25,154,377	2,393,415	2,427,574	3,872,144	567,912	—	—	26,410,740	(1,256,363)
Classified Salaries	2000-2999	8,278,089	756,750	775,257	1,178,951	538,596	—	—	8,692,462	(414,373)
Employee Benefits	3000-3999	12,488,666	1,189,892	1,195,297	1,763,193	268,304	—	—	12,896,503	(407,837)
Books and Supplies	4000-4999	2,832,648	76,098	115,976	163,731	154,994	—	—	2,257,219	575,429
Services	5000-5999	6,519,178	459,384	559,567	516,809	877,312	—	—	6,370,312	148,866
Capital Outlay	6000-6999	37,194	—	—	—	—	—	—	37,194	(0)
Other Outgo	7000-7499	453,856	21,911	7,393	225,018	161,425	—	—	479,821	(25,965)
Interfund Transfers Out	7600-7629	0	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		**55,764,008**	**4,897,449**	**5,081,065**	**7,719,846**	**2,568,543**	**—**	**—**	**57,144,250**	**(1,380,242)**
E. NET INCREASE/DECREASE (B - C + D)		**1,888,922**	**716,302**	**(975,685)**	**(6,352,073)**	**3,849,979**	**245,977**	**(648,765)**	**(340,979)**	
F. ENDING CASH (A + E)			**10,485,575**	**9,509,890**	**3,157,816**	**7,007,795**	**—**	**—**	**—**	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									**6,605,007**	

Oak Park Unified
56-73874-0000000

Cashflow Report
2nd Interim Budget - Through May 2023
Base Year 2022-23; Actuals Through the Month of May

Fund 01

	Object Range	Budget/Beg. Balance	2022 July	August	September	October	November	December	2023 January	Feburary
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury	9111-9199	2,000	—	—	—	—	—	—	—	—
Accounts Receivable	9200-9299	3,280,157	346,086	148,801	290,879	431,491	2,123	527,389	366,104	77,180
Due From Other Funds	9310	68,434	(10,000)	—	—	7,448	—	—	—	—
Stores	9320	0	—	—	—	—	—	—	—	—
Prepaid Expenditures	9330	188,598	—	—	(33,600)	82,480	17,375	—	(2,500)	—
Other Current Assets	9340	0	—	—	—	—	—	—	—	—
Deferred Outflows of Resources	9490	0	—	—	—	—	—	—	—	—
SUBTOTAL		**3,539,189**	**336,086**	**148,801**	**257,279**	**521,419**	**19,498**	**527,389**	**363,604**	**77,180**
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,912,631	4,814,843	(842,998)	223,198	(39,598)	(384,011)	(814,015)	227,969	(790,689)
Due To Other Funds	9610	38,198	—	—	—	—	—	—	—	—
Current Loans	9640	0	(4,590,000)	—	—	—	—	—	—	—
Unearned Revenues	9650	373,938	—	—	151,686	—	—	(1,600)	—	17,048
Deferred Inflows of Resources	9690	0	—	—	—	—	—	—	—	—
SUBTOTAL		**5,324,766**	**224,843**	**(842,998)**	**374,884**	**(39,598)**	**(384,011)**	**(815,615)**	**227,969**	**(773,641)**
Nonoperating										
Suspense Clearing	9910	0	—	—	—	—	—	—	—	—
TOTAL BALANCE SHEET ITEMS		**(1,785,577)**	**111,243**	**991,799**	**(117,605)**	**561,017**	**403,508**	**1,343,004**	**135,635**	**850,822**
E. NET INCREASE/DECREASE (B - C + D)		**1,888,922**	**863,178**	**(3,263,524)**	**1,019,646**	**(2,019,925)**	**(129,213)**	**10,400,395**	**(2,481,472)**	**(1,565,798)**
F. ENDING CASH (A + E)			**7,809,164**	**4,545,640**	**5,565,286**	**3,545,361**	**3,416,148**	**13,816,543**	**11,335,072**	**9,769,273**
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Oak Park Unified
56-73874-0000000

Cashflow Report
2nd Interim Budget - Through May 2023
Base Year 2022-23; Actuals Through the Month of May

Fund 01

	Object Range	Budget/Beg. Balance	2023 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury	9111-9199	2,000	—	—	—	—	—	—	—	
Accounts Receivable	9200-9299	3,280,157	(2,413)	3,188	(1,017)	—	(2,067,104)	—	122,707	
Due From Other Funds	9310	68,434	—	—	—	—	70,987	—	68,434	
Stores	9320	0	—	—	—	—	—	—	—	
Prepaid Expenditures	9330	188,598	122,343	—	(500)	—	124,843	—	310,441	
Other Current Assets	9340	0	—	—	—	—	—	—	—	
Deferred Outflows of Resources	9490	0	—	—	—	—	—	—	—	
SUBTOTAL		**3,539,189**	**119,930**	**3,188**	**(1,517)**	**—**	**(1,871,275)**	**—**	**501,583**	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,912,631	649,073	(826,926)	1,678,769	(1,126,227)	—	—	2,769,388	
Due To Other Funds	9610	38,198	—	—	—	38,198	—	—	38,198	
Current Loans	9640	0	—	4,590,000	—	—	—	—	—	
Unearned Revenues	9650	373,938	1,600	(18,118)	(28,188)	206,805	—	—	329,233	
Deferred Inflows of Resources	9690	0	—	—	—	—	—	—	—	
SUBTOTAL		**5,324,766**	**650,673**	**3,744,956**	**1,650,582**	**(881,225)**	**—**	**—**	**3,136,818**	
Nonoperating										
Suspense Clearing	9910	0	—	—	—	—	—	—	—	
TOTAL BALANCE SHEET ITEMS		**(1,785,577)**	**(530,743)**	**(3,741,768)**	**(1,652,099)**	**881,225**	**(1,871,275)**	**—**	**(2,635,236)**	
E. NET INCREASE/DECREASE (B - C + D)		**1,888,922**	**716,302**	**(975,685)**	**(6,352,073)**	**3,849,979**	**245,977**	**(648,765)**	**(340,979)**	
F. ENDING CASH (A + E)			**10,485,575**	**9,509,890**	**3,157,816**	**7,007,795**	**—**	**—**	**—**	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									**6,605,007**	

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **MONTHLY MEASURE S BOND PROJECT STATUS REPORT**

INFORMATION

ISSUE: Shall the Board receive and review a status report on the progress of authorized Measure S bond projects through June 8, 2023?

BACKGROUND: As an ongoing tool to assist the Administration and Board in implementing and managing the District's Measure S bond program and master plan, the Business Office, in conjunction with its construction management team, has produced the following monthly status report on the progress of authorized Measure S bond projects for the Board's information and review.

FISCAL IMPACT: None - for information only.

RECOMMENDATION: None - for information only.

Prepared by: Brendan Callahan, Director of Bond Programs, Sustainability, Maintenance & Operations
Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

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Jeff Davis, Ed.D.
Superintendent

Account-Ability℠ by Colbi Technologies

Consolidated Budget Status Report

Budgets versus Commitments and Expenditures for multiple Projects

Budget vs. Commitments and Expenditures

School/Project Name	Budget	Expenditures	
	Total Budget	Total Expenditures	Remaining Against Commited
Measure S Management			-
Measure S General Architecture Planning Services	155,160	155,160	-
Measure S District Salaries (1) (3)	2,037,294	1,287,002	237,128
17-58S General Planning & Architectural Services (1) (3) (4)	120,221	192,773	(72,552)
Measure S Program Direct Software, Equip & Supp (1) (4)	251,050	246,546	652
Measure S General CM Services-Balfour Beatty	474,563	456,613	-
	3,038,288	***2,338,094***	***165,228***
Brookside Elementary School			-
17-32S Security Fencing	58,490	58,490	-
17-42S Modernization Campus Wide	10,000	10,000	-
17-47S Administration Building DSA Cert. (1) (3) (4)	1,390,256	1,285,364	-
18-11S Design HVAC System Upgrade, BLDG 200 & 300	3,400	3,400	-
18-18S Classroom Replacement(4) Phase 1 (1) (2) (3) (4)	3,653,750	332,332	-
19-28S Extend Shared Wall Room 216	11,200	11,200	-
19-30S Extend Height of Playground Fence	25,034	25,034	-
20-17S Remove and Replace Foundation on Portable C (1)	48,357	47,467	-
20-16S Innovation Lab BES (1)	67,859	67,859	-
	5,268,346	***1,841,146***	***-***
District Office			-
19-17S District Office Emergency Generator (1)	381,621	70,442	144,709
19-21S Upper Field Chain Link Fencing and Gates	12,416	12,416	-
	394,037	***82,858***	***144,709***
District Wide			-
17-49S Security Badge System Upgrade	9,586	9,586	-
17-01S Solar Project (2)	7,120,121	7,123,344	-
17-33S Ext. Campus Surveillance Cameras @ 6 Si	374,597	374,597	-
17-39S Landscape Improvements	19,000	19,000	-
18-22S Security Upgrades - PA System	14,669	14,669	-
18-26S Collaborative Furniture	184,588	184,588	-
18-38S Extended Care Facility Furniture & Equip	12,319	12,319	-
18-33S Solar Installation Maintenance Contract (1) (3)	256,055	247,807	-
19-08S DW Arch Svcs for DSA Certific (1) (2) (3)	34,203	34,203	-
19-10S Collaborative Furniture	200,000	195,708	335
19-22S King James Court Debris Clearance	15,700	15,700	-
19-31S Security Raptor Software Districtwide	45,367	45,367	-
20-04S Collaborative Furniture	102,774	68,620	33,033
20-10S Exterior Repairs to Portables at BES/MCMS	61,034	61,034	-
20-21S Outdoor Furniture Purchases DW	105,808	102,733	-
20-23S HVAC Upgrades Districtwide (1)	366,354	222,416	132,889
22-05S Upgrade Kitchen Equip & Drains DW	400,000	314,666	130,503
22-07S Repair Exterior Modular Classrooms DW (1)	95,246	95,246	-
22-08S LED Lighting Upgrade DW (2)	221,741	221,741	-
22-03S DSA Certification Portables DW (1) (3)	21,555	2,456	19,000
22-14S Door Hardware Upgrades DW (1) (3)	10,000	-	10,000
	9,670,718	***9,365,799***	***325,759***
Medea Creek Middle School			-
17-23S Roof Replacement	60,316	60,316	-
17-24S HVAC Replacement	331,787	331,787	-
17-36S Modernization Campus Wide	10,000	10,000	-
17-35S Kitchen Improvements (2) (3)	1,506,394	1,588,890	1,928

Account-Ability℠ by Colbi Technologies

Consolidated Budget Status Report

Budgets versus Commitments and Expenditures for multiple Projects

Budget vs. Commitments and Expenditures

School/Project Name	Budget	Expenditures	
	Total Budget	Total Expenditures	Remaining Against Commited
18-03S Security Fencing Parking Lot	42,630	42,630	-
18-07S Sidewalk and Handrail Installation, Buildin	26,937	26,937	-
18-21S Classroom Replacement (1) (3)	279,133	5,199,200	31,911
18-25S MPR High Roof Replacement (3)	160,135	165,457	-
18-36S Library Wall Removal	3,500	3,500	-
18-39S Counseling Office Improvements & Additions	32,109	35,459	-
18-40S Safety/Security Gates	89,827	89,827	-
18-45S ORCA Food Waste Recycling Pilot Program (1) (3)	45,283	45,283	-
18-48S EV Charging Station	17,794	17,794	-
19-05S Trellis Removal at MCMS	75,609	75,609	-
19-15S Shade Sails at MCMS	60,845	60,845	-
20-12S Renovate Lobby MCMS (1) (4)	20,707	20,707	-
21-02S Entry Way Sign at Medea Creek Middle School	14,900	14,900	-
	2,777,907	***7,789,141***	***33,838***
Oak Hills Elementary School			**-**
17-25S HVAC Replacement	139,837	133,652	-
17-38S Modernization Campus Wide	15,000	15,000	-
17-32S Security Fencing	48,845	48,845	-
19-09S/18-19S Add Modular Classrooms (1) (2)	468,217	215,220	-
19-02S Area Drain Improvements Rooms 8-11	12,400	12,400	-
19-12F OHES Running Track	29,555	29,555	-
19-13S OHES Fencing @ Park (3)	135,042	120,517	174
19-20S Kindergarten Flooring Classrooms	19,223	19,223	-
19-29S Extend Wall Between Conf/Copy Room	11,732	11,732	-
20-03S Innovation Lab OHES (1)	66,881	66,881	-
22-06S Upgrade Eating Area OHES (1)	116,029	116,029	-
22-09S Security Fence Front OHES (1)	108,237	108,237	-
22-21S TK Classrooms OHES (1) (3) (4)	188,050	8,890	111,250
	1,359,046	***906,180***	***111,424***
Oak Park High School			**-**
17-34S Security Lighting at Cul De Sac	283,134	283,134	-
17-28S Roof Replacement	54,705	54,705	-
17-27S HVAC Replacement	97,230	97,230	-
17-32S Security Fencing (Ornamental @ Stadium)	198,834	139,864	-
17-57S Safety Lighting	24,891	-	-
18-01S Football Field Fencing	56,370	56,370	-
18-02S Fencing Girls Varsity Softball Field	42,885	42,855	-
18-24S Safety Security Fencing @ Library & Gates	52,800	62,010	-
18-23S OPHS Stadium Safety Rail Repair	23,450	23,450	-
18-46S OPHS Stairs & Sidewalk-Athletic Facilities	122,083	122,083	-
19-19S Art Court Phase II (1) (4)	255,716	254,096	1,592
19-23S Tennis Court Resurfacing	44,084	44,084	-
19-27S Repair Wood Columns @OPHS	19,655	19,655	-
20-05S Basketball Courts Resurfacing OPHS	20,052	20,052	-
20-22S Economizers OPHS F Bldg. HVAC's (1) (4)	25,756	25,756	-
21-01S Turf Replacement and Upgrades OPHS (4)	1,118,397	1,163,155	-
22-01S Sound System Upgrades @OPHS (1) (3)	19,979	19,979	-
22-10S Relocate Softball Perimeter Fencing @OPHS (1)	22,818	22,818	-
22-11S Wellness Center (1)	65,782	66,052	-
	2,548,621	***2,517,348***	***1,592***

Account-Ability℠ by Colbi Technologies

Consolidated Budget Status Report

Budgets versus Commitments and Expenditures for multiple Projects

Budget vs. Commitments and Expenditures

School/Project Name	Budget	Expenditures	
	Total Budget	Total Expenditures	Remaining Against Commited
Oak View High School			-
19-26S Reno Bldg Ext at OVHS	166,473	166,473	-
22-18S School Marquee OVHS	25,479	25,479	-
	191,952	***191,952***	***-***
Red Oak Elementary School			-
17-37S Modernization Campus Wide	10,000	10,000	-
17-32S Security Fencing	3,860	3,860	-
18-20S Modular Classroom Replacement (1) (3)	6,753,009	503,494	-
19-01S MPR Structural Repairs	34,408	34,408	-
19-14S ROES Phase 1 Safety/Security Fencing	130,400	130,400	-
19-16S ROES Phase 2 Safety/Security Fencing	75,873	69,615	-
20-11S Restoom Upgrades at ROES (2) (3)	90,639	90,639	-
20-13S Paint Admin Interior (1) (4)	18,929	18,265	-
20-14S Flooring for Admin + 7 Classrooms	49,125	49,125	-
20-15S Innovation Lab at ROES (1)	58,922	56,723	2,198
20-18S Renovate Exteriors of Buildings B & C @ROES (1) (3)	2,660,902	2,582,439	19,748
22-12S Shades Sails @ROES	163,555	159,845	-
	10,049,621	***3,708,814***	***21,946***
TECH			-
17-50S Next Gen CR/Flat Panel SMRT Display Pilot	36,532	48,120	-
18-12S Network File Server Refresh	125,000	124,500	-
18-13S Purchase Staff Computers & Spare Device	55,000	37,272	-
18-14S Chromebook 1-to-1 Take Home Pilot 6 Grade	341,257	210,136	7,978
18-35S BES Chromebooks for Gr5	17,206	17,206	-
18-30S MCMS Library Computer Lab Refresh	47,000	37,106	-
18-31F 3-D Printers @OPHS	31,500	26,882	-
18-28S DW Chromebook Refresh	250,000	209,943	-
18-29S Flat Panel Displays @ MCMS & OPHS	36,100	31,124	-
18-42S MCMS Computer on Wheels Laptops for Art Cla	18,981	18,981	-
18-43S DW Virtual Reality Pilot Program	6,000	5,148	-
18-44S I-Pad Refresh of K-2 Totes	325,000	302,138	-
18-49F iMacs for Tech Lab MCMS	10,000	8,052	11,948
19-03S Replace Smartboard Projectors	24,000	21,081	1,367
19-04S District Refresh & Spare Computer Equipment	50,000	53,415	-
19-06S Promethean Smart Board Replacement at OHES	81,229	81,229	-
19-07F Chromebook 1:1 Take Home Prgrm Grds 5-12 (1) (3)	854,877	732,904	93,263
19-11S IPad Air Refresh Part 2	251,335	251,335	-
19-24S Additional Security Cameras DW Phase 4	38,029	38,029	-
20-01S Next Generation MacBook Pro Pilot Program (1)	20,451	8,576	11,875
20-02S Interactive Flat Panel Displays for all ES	15,000	-	-
20-08S Apple iPad Air Refresh (1)	34,544	34,544	-
20-09S District Network Firewall Refresh (1)	285,524	285,524	-
20-19S Staff Laptop Refresh (1)	227,790	217,311	10,479
20-20S Chromebook 1:1 Program (1)	361,738	361,738	-
20-24S Oak Park High School Engineering WS (1)	69,534	69,534	-
20-25S Apple iPad Air Refresh Wave 3 (1)	33,030	33,030	-
20-26S MCMS Computer Lab Refresh (3)	95,000	79,214	15,786
21-03S Core Network Switch Replacement & Service (1) (3)	74,146	67,938	6,209
21-05S Smartboard Replacement DW	250,401	214,156	36,245
21-04S Network Access Appliance (3)	23,000	-	23,000

Consolidated Budget Status Report

Budgets versus Commitments and Expenditures for multiple Projects

Budget vs. Commitments and Expenditures

School/Project Name	Budget	Expenditures	
	Total Budget	Total Expenditures	Remaining Against Commited
22-04S Smartboard Replacement DW (1)	144,621	212,816	-
22-02S Office Computer Refresh (1) (3)	100,000	16,013	8
	4,333,825	***3,854,994***	***218,157***
Totals	***39,632,360***	***32,596,326***	***1,022,653***

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **MONTHLY GENERAL FUND BUDGET REPORT**

INFORMATION

ISSUE: Shall the Board receive and review a status report on District's General Fund operating budget through May 31st of the 2022-23 fiscal year?

BACKGROUND: In order to better monitor and manage its General Fund operating budget, the District set as a goal establishing a system to provide monthly progress reporting to Board of operating costs for large categories of budget expenditures. In meeting that goal, the Business Office has produced monthly budget reports from the District's financial system to serve as another tool to assist the both the Administration and Board in closely analyzing and managing the District's General Fund operating budget.

FISCAL IMPACT: None- for information only.

RECOMMENDATION: None - for information only.

Prepared by: Byron Jones, Director, Fiscal Services
Adam Rauch, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

_____
Jeff Davis, Ed.D.
Superintendent

Fund 01 — Fiscal Year 2022/23 Through May 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rec'd
REVENUE DETAIL						
LCFF Revenue Sources						
8011-8019	LCFF State Aid	31,706,192.00	32,836,040.00	28,115,124.00	4,720,916.00	85.62%
8020-8079	Property Taxes	12,705,452.00	13,258,402.00	13,188,913.96	69,488.04	99.48%
	Total LCFF Revenue Sources	**44,411,644.00**	**46,094,442.00**	**41,304,037.96**	**4,790,404.04**	**89.61%**
Federal Revenues						
8100-8299	Federal Revenues	1,376,153.00	1,523,051.00	536,099.54	986,951.46	35.20%
Other State Revenues						
8300-8599	Other State Revenues	1,529,760.00	5,705,200.00	5,297,388.87	407,811.13	92.85%
Other Local Revenue						
8600-8799	Other Local Revenues	4,467,442.00	6,115,814.00	5,295,196.04	820,617.96	86.58%
	Total Year To Date Revenues	**51,784,999.00**	**59,438,507.00**	**52,432,722.41**	**7,005,784.59**	**88.21%**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
EXPENDITURE DETAIL							
Certificated Salaries							
1100-1199	Certificated Teacher Salaries	19,630,834.00	19,720,445.00	.00	20,533,976.43	813,531.43-	104.13%
1160	*Certificated Salaries Stipends*	*451,887.00*	*547,819.00*	*.00*	*365,283.38*	*182,535.62*	*66.68%*
1200	Certificated Pupil Support Salaries	2,098,401.00	2,299,399.00	.00	2,431,964.46	132,565.46-	105.77%
1260	*Counselor Stipend*	*1,840.00*	*2,150.00*	*.00*	*1,935.00*	*215.00*	*90.00%*
1300	Certificated Supervisors' & Administrators' Salaries	2,416,841.00	2,586,095.00	.00	2,509,667.91	76,427.09	97.04%
	Total Certificated Salaries	**24,599,803.00**	**25,155,908.00**	**.00**	**25,842,827.18**	**686,919.18-**	**102.73%**
Classified Salaries							
2100	Classified Instructional Salaries	3,073,252.00	2,871,030.00	.00	2,925,662.50	54,632.50-	101.90%
2200	Classified Support Salaries	2,049,791.00	1,993,342.00	.00	1,924,962.04	68,379.96	96.57%
2300	Classified Supervisors' & Administrators' Salaries	389,024.00	390,644.00	.00	379,299.98	11,344.02	97.10%
2400	Clerical, Technical, & Office Staff Salaries	2,151,449.00	2,165,912.00	.00	2,072,555.67	93,356.33	95.69%
2900	Other Classified Salaries	834,920.00	857,161.00	.00	851,385.67	5,775.33	99.33%
	Total Classified Salaries	**8,498,436.00**	**8,278,089.00**	**.00**	**8,153,865.86**	**124,223.14**	**98.50%**
Employee Benefits							
3100	State Teachers' Retirement System	4,639,401.00	4,700,076.00	.00	4,797,280.54	97,204.54-	102.07%
3200	Public Employees' Retirement System	1,675,393.00	1,539,221.00	.00	1,478,372.54	60,848.46	96.05%
3400	Health & Welfare Benefits	5,126,164.00	4,701,946.00	.00	4,784,831.32	82,885.32-	101.76%
3300-3900	All Other Statutory Costs	1,583,248.00	1,547,803.00	.00	1,567,714.94	19,911.94-	101.29%
	Total Employee Benefits	**13,024,206.00**	**12,489,046.00**	**.00**	**12,628,199.34**	**139,153.34-**	**101.11%**
Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials	323,778.00	913,325.00	17,058.37	799,705.83	96,560.80	87.56%
4200	Other Books and Reference Material	.00	15,490.00	.00	13,121.16	2,368.84	84.71%
4300	Materials & Supplies	978,227.00	1,175,140.00	188,525.57	765,523.47	221,090.96	65.14%
4400	Noncapitalized Equipment	747,698.00	725,280.00	17,441.85	523,874.15	183,964.00	72.23%
	Total Books and Supplies	**2,049,703.00**	**2,829,235.00**	**223,025.79**	**2,102,224.61**	**503,984.60**	**74.30%**
Services and Other Operating Expenditures							
5200	Travel and Conference	105,985.00	176,931.00	16,408.00	177,621.27	17,098.27-	100.39%
5300	Dues and Memberships	47,780.00	44,813.00	.00	47,768.68	2,955.68-	106.60%
5400	Insurance	722,566.00	835,593.00	.00	835,593.00	.00	100.00%

5500	Operations & Housekeeping Services	807,357.00	1,023,088.00	74,611.32	910,118.68	38,358.00	88.96%
5600	Rentals, Leases, Repairs, & Noncapitalized Improvements	471,250.00	728,290.00	150,431.72	572,152.53	5,705.75	78.56%
5700	Transfers of Direct Costs	.00	.00	.00	.00	.00	0.00%
5800	Professional/Consulting Services & Operating Expenditures	2,118,506.00	3,415,783.00	713,077.18	2,772,281.32	69,575.50-	81.16%
5899	*Legal Fees*	*293,160.00*	*243,160.00*	*71,697.10*	*157,434.03*	*14,028.87*	*64.75%*
5900	Telephone and Communications	56,483.00	53,022.00	7,661.32	20,030.60	25,330.08	37.78%
	Total Services and Other Operating Expenditures	**4,623,087.00**	**6,520,680.00**	**1,033,886.64**	**5,493,000.11**	**6,206.75-**	**84.24%**
Capital Outlay							
6000	Capital Outlay	.00	37,194.00	.00	37,194.33	.33-	100.00%
Tuition							
7100	Tuition	387,368.00	456,018.00	131,558.00	260,324.00	64,136.00	57.09%
Transfers of Indirect/direct Support costs							
7350	Direct Support/Indirect Costs	194,713.00-	60,233.00-	.00	.00	60,233.00-	0.00%
Debt Service							
7438	Debt Service - Interest	6,643.00	4,422.00	.00	4,421.68	.32	99.99%
7439	Debt Service - Principal	51,428.00	53,649.00	.00	53,649.60	.60-	100.00%
	Total Debt Service	**58,071.00**	**58,071.00**	**.00**	**58,071.28**	**.28-**	**100.00%**
	Total Year To Date Expenditures	**53,045,961.00**	**55,764,008.00**	**1,388,470.43**	**54,575,706.71**	**200,169.14-**	**97.87%**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
OTHER FINANCING SOURCES							
Other Financing Sources							
8919	Other Authorized Interfund Transfer In	.00	.00	.00	.00	.00	0.00%
	Total Other Financing Sources	**.00**	**.00**	**.00**	**.00**	**.00**	**0.00%**
	Total Year To Date Other Financing Sources	**.00**	**.00**	**.00**	**.00**	**.00**	**0.00%**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
OTHER FINANCING USES							
Interfund Transfers Out							
7611	From General to Child Development Fund	.00	.00	.00	.00	.00	0.00%
7612	Transfer General Fund to/from Special Reserve Fund	.00	.00	.00	.00	.00	0.00%
7616	Transfer Between General Fund & Cafeteria Fund	.00	.00	.00	.00	.00	0.00%
	Total Interfund Transfers Out	**.00**	**.00**	**.00**	**.00**	**.00**	**0.00%**
	Total Year To Date Other Financing Uses	**.00**	**.00**	**.00**	**.00**	**.00**	**0.00%**

Object	Description	Budget		Actuals To Date			
		Adopted	Revised	Encumbrance	Actual	Budget Balance	% of Budget
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
	A. Revenues	51,784,999.00	59,438,507.00		52,432,722.41	7,005,784.59	88.21%
	B. Expenditures	53,045,961.00	55,764,008.00	1,388,470.43	54,575,706.71	200,169.14-	97.87%
	C. Subtotal (Revenues LESS Expense)	1,260,962.00-	3,674,499.00		2,142,984.30-	7,205,953.73	
	D. Other Financing Sources & Uses						
	Source	.00	.00		.00	.00	0.00%
	LESS Uses	.00	.00		.00	.00	0.00%
	E. Net Change in Fund Balance	1,260,962.00-	3,674,499.00		2,142,984.30-	7,205,953.73	
	F. Fund Balance						
	Beginning Balance (9791)	4,634,672.00	5,160,410.00		5,160,409.11		
	Audit Adjustments (9793)	.00	.00		.00		
	Audit Adjustments (9793)	.00	.00		.00		
	Adjusted Beginning Balance	4,634,672.00	5,160,410.00		5,160,409.11		
	G. Calculated Ending Balance	3,373,710.00	8,834,909.00		3,017,424.81		
	*Components of Ending Fund Balance						
	Legally Restricted (9740)						
	Other Designations (9780)						
	Undesig/Unapprop (9790)	3,373,710.00	8,834,909.00				
	Other				1,388,470.43		

TO: **MEMBERS, BOARD OF EDUCATION**

FROM: **DR. JEFF DAVIS, SUPERINTENDENT**

DATE: **JUNE 20, 2023**

SUBJECT: **MONTH 9 ENROLLMENT AND ATTENDANCE REPORT**

INFORMATION

ISSUE: Shall the Board receive and review a status report on District enrollment and attendance through Month 9 of the 2022-2023 school year?

BACKGROUND: As student enrollment and attendance plays a key role 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.

FISCAL IMPACT: None. Information only.

RECOMMENDATION: None. Information only.

Prepared by: Julie Townsend, Senior Accountant
Byron Jones, Director of Fiscal Services

Respectfully submitted,

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Jeff Davis, Ed.D.
Superintendent

	Month 9: April 10, 2023 - April 28, 2023			YTD: August 9, 2022 - April 28, 2023		
	Enrollment Comparison 2022-23	ADA Comparison 2022-23	ADA% Comparison 2022-23	Enrollment Comparison 2022-23	ADA Comparison 2022-23	ADA% Comparison 2022-23
BES						
K	94.00	87.33	92.90%	94.00	87.19	92.76%
1	82.00	77.67	94.72%	82.00	77.31	94.28%
2	106.00	97.87	92.33%	106.00	99.41	93.78%
3	80.00	75.07	93.84%	80.00	75.18	93.98%
4	82.00	78.87	96.18%	82.00	78.78	96.07%
5	118.00	113.47	96.16%	118.00	113.04	95.80%
SDC			0.00%			0.00%
Total	**562.00**	**530.28**	**94.36%**	**562.00**	**530.91**	**94.47%**
OHES						
K	101.00	95.61	94.67%	101.00	93.93	93.00%
1	82.00	78.80	96.10%	82.00	73.69	89.87%
2	79.00	74.80	94.68%	79.00	72.23	91.43%
3	63.00	60.87	96.62%	63.00	61.04	96.89%
4	78.00	75.20	96.41%	78.00	74.28	95.23%
5	81.00	79.60	98.27%	81.00	77.88	96.15%
SDC			0.00%			0.00%
Total	**484.00**	**464.88**	**96.05%**	**484.00**	**453.05**	**93.61%**
ROES						
K	123.00	117.14	95.24%	123.00	111.72	90.83%
1	85.00	82.20	96.71%	85.00	80.03	94.15%
2	83.00	78.47	94.54%	83.00	78.00	93.98%
3	99.00	95.40	96.36%	99.00	92.68	93.62%
4	114.00	110.60	97.02%	114.00	108.64	95.30%
5	90.00	85.53	95.03%	90.00	85.29	94.77%
SDC			0.00%			0.00%
Total	**594.00**	**569.34**	**95.85%**	**594.00**	**556.36**	**93.66%**
MCMS						
6	326.00	313.07	96.03%	326.00	310.44	95.23%
7	360.00	343.00	95.28%	360.00	343.59	95.44%
8	324.00	310.47	95.82%	324.00	304.77	94.06%
SDC			0.00%			0.00%
Total	**1,010.00**	**966.54**	**95.70%**	**1010.00**	**958.80**	**94.93%**
OPHS						
9	393.00	379.73	96.62%	393.00	378.16	96.22%
10	355.00	339.93	95.75%	355.00	337.42	95.05%
11	347.00	323.60	93.26%	347.00	330.85	95.35%
12	330.00	305.13	92.46%	330.00	307.09	93.06%
SDC			0.00%			0.00%
Total	**1,425.00**	**1348.39**	**94.62%**	**1425.00**	**1353.52**	**94.98%**
OVHS						
Total	**33.00**	**28.02**	**84.91%**	**40.00**	**25.31**	**63.28%**
OPIS						
Total	**207.00**	**199.73**	**96.49%**	**207.00**	**188.61**	**91.12%**
Other**				**Other*****		
Total	**0.00**	**0.00**	**0.00%**	**Total**	**0.00**	**0.00**	**0.00%**
Total	**4,315.00**	**4,107.18**	**95.18%**	**Total**	**4,322.00**	**4,066.56**	**94.09%**