U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

2012-2013 District Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

District's Certifications

The signatures of the district superintendent (or equivalent) on the next page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.

4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.

6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2013 – District Award

Name of Superintendent* Dr. Anthony W. Knight
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Oak Park Unified School District Tel.(818) 735-3206

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Date 2/11/13
(Superintendent's Signature)

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to District Superintendent

Provide a concise and coherent "snapshot" that describes how your district is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your district worthy of the U.S. Department of Education Green Ribbon School District Award.

PART III – DOCUMENTATION OF STATE EVALUATION OF DISTRICT NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document the district's high achievement in each of the three ED-GRS Pillars and nine Elements. Please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency California Department of Education

Name of Nominating Authority Tom Torlakson, State Superintendent of Public Instruction
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the district meets the provisions above.

Tom Torlakson Date February 14, 2013
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

PART II – SUMMARY OF ACHIEVEMENTS

The Oak Park Unified School District believes it is important we serve as community leaders in the area of environmental awareness and sensitivity. The School Board has adopted principles and practices to accomplish this goal. Environmental improvements have been made to the District's schools' campuses that will have long-term positive benefits including: the installation of a bioswale systems in school parking lots that absorb rainwater run-off into an infiltration system so water and pollutants do not run into the local creek and the water is absorbed into the water table instead; the installation of solar panels to offset the power used at some sites; the utilization of 'cool roof' designs that reflect sunlight and provide substantial insulation on school buildings; and the installation of energy efficient lighting and heating/air conditioning systems in campus buildings along with solar powered electric vehicle charging stations at two District sites that are used by students and staff daily.

Recycling programs are in place at all schools and hydration stations are available on all campuses, promoting reusable water bottles to reduce plastic water bottle consumption. A variety of school and community activities are also held to increase awareness such as walk-to-school days along with community events including Big Sunday National Day of Service. During Earth Week, the District has hosted screenings of films such as *The Electric Car* with the filmmaker and discussions afterwards. Three electric car 'Driveway Parties' have been held in which community members had the opportunity to test drive electric cars and learn about their benefits. At our Sustainability Fair - Super Saturday, recently held on February 2, there were student booths, outdoor and environmental organizations and vendors who provided information on environmental issues and products together with a huge community recycling event where residents could drop off electronic waste, medications, clothing, and paper for shredding/recycling.

An innovative food waste composting program has been implemented that involves a partnership with our local hauler who picks up ALL food waste from one school as a pilot program that will be sent to a new municipal compost facility. Schools have extensive recycling programs; hydration stations reduce plastic bottle consumption; the District minimizes use of materials that constitute hazardous waste and utilizes eco-safe products; and electronic waste is all recycled. Diversion rates are at 80%+.

The District collaborates with chefs at the California Health & Longevity Center to create healthy recipes that appeal to our students and and offer a variety of fresh fruits/vegetables daily. The District participates in the National Meatless Monday campaign and has vegetarian and vegan options available daily and promotes a plant-based diet. An innovative incentive program where students get points for choosing plant-based entrees and receive prizes at the end of the month is helping change eating habits to benefit the planet and students' health. Food quality standards require no additives to food served. The produce vendor used by the District gets the majority of its produce from regional farmers and the rest we obtain from our own school gardens.

The schools have partnerships with a variety of business and NGOs that promote environmental literacy and social action. These include LIFE Animal Rescue engaged by the high school animal rights club. Several local science and engineering firms such as Boeing, AeroVironment, NASA JPL, Coastal Marine Biolabs, where student interns from the high school spend two weeks each summer learning about the marine environment and even earn their SCUBA certifications. Others include, Monterey Bay Aquarium, Cal State Long Beach Shark Lab, the National Park Service, and the NOAA Channel Islands National Marine Sanctuary, where the District superintendent serves as a member of the Marine Sanctuary Education Team and is able to engage students in projects through the Sanctuary. The Week of Whales and Shark Week were major events held Districtwide each of the last two years. A team of students who sponsored the Week of Whales were awarded the Presidential Environmental Youth Award for 2012 and presented at the The White House Summit on Environmental Education. This year the schools are planning events in association with the UN World Water Day in March.

Hundreds of students, parents, and staff are involved in a myriad of projects and events such as the middle school science fair have been restructured to highlight the areas of climate change, resource conservation, and sustainble energy solutions. The high school also is involved in the Solar Boat program where a team of students build a 15-foot solar powered boat. Sponors include the local water authority. The high school Rocket Team, which has won national competitions, is working on a project with NASA this year that will be sending up an FAA approved weather balloon to over 100,000 feet with climate experiments designed by our middle school science students.

Oak Park USD through organizations such as the EEAC (Environmental Education and Awareness Committee), engages our learning community in a variety of enriching activities and sound practices that help raise awareness and change habits we hope will empower the next generation to begin the process of making peace with the natural world.

2013 California Green Ribbon Schools Award Scoring Rubric

District Name: Oak Park Unified

Cross-Cutting Questions – 5 Points Total			
Participation in Green School Programs	Reviewer #7	Reviewer #14	Average
C1 (1.5 points):	1.5	1.0	1.25
C2 (1.5 points):	1.5	1.5	1.5
C3 (2 points):	2	2	2
Subtotal (5 points maximum):	5	4.5	4.75
Pillar I: Reduced Environmental Impact and Costs – 30 Points Total			
Element IA: Reduced or eliminated greenhouse gas (GHG) emissions – energy and buildings - 15 Points Total	Reviewer #6	Reviewer #5	Average
IA1 (1 point):	1	1	1
IA2 (Up to 2 points):	.5	.25	.375
IA3 (Up to 2 points):	.5	.75	.625
IA4 (Up to 2 points):	1.5	1	1.25
IA5 (1 point):	.5	.5	.5
IA6 (1 point):	0	0	0
IA7 (1 point):	1	1	1
IA8 (Up to 2 points):	1	1	1
IA9 (1 point):	1	1	1
IA10 (Up to 2 points):	2	2	2
Subtotal (15 points maximum):	9	8.5	8.75
Element IB: Improved water quality, efficiency, and conservation – water and grounds - 5 Points Total	Reviewer #6	Reviewer #5	Average
IB11 (1 point):	—	—	0
IB12 (Up to 1 point):	.5	.5	.5
IB13 (0.5 point):	.5	.5	.5
IB14 (0.5 point):	.5	.5	.5
IB15 (0.5 point):	.5	.5	.5
IB16 (0.5 point):	.5	.5	.5
IB17 (0.5 point):	.5	.5	.5
IB18 (0.5 point):	.5	.5	.5
Subtotal (5 points maximum):	3.5	3.5	3.5

Element IC: Reduced waste production – waste and hazardous waste - 5 Points Total	Reviewer # 6	Reviewer # 5	Average
IC19 (Up to 0.5 point):	.5	.5	.5
IC20 (0.5 point):	.5	.5	.5
IC21 (0.5 point):	.25	.25	.25
IC22 (0.5 point):	.5	.25	.375
IC23 (0.5 point):	.5	.5	.5
IC24 (0.5 point):	.5	.5	.5
IC25 (0.5 point):	.5	.5	.5
IC26 (0.5 point):	.5	.5	.5
IC27 (0.5 point):	.5	.5	.5
IC28 (0.5 point):	.5	.5	.5
Subtotal (5 points maximum):	4.75	4.5	4.625
Element ID: Use of alternative transportation - 5 Points Total	Reviewer # 6	Reviewer # 5	Average
ID29 (1 point):	.75	.75	.75
ID30 (Up to 1 point):	1	1	1
ID31 (1 point):	1	1	1
ID32 (1 point):	1	1	1
ID33 (1 point):	1	.5	.75
Subtotal (5 points maximum):	4.75	4.25	4.5
Pillar II: Improve the Health and Wellness of Students and Staff – 30 Points Total			
Element IIA: Integrated school environmental health program - 15 Points Total	Reviewer # 4	Reviewer # 12	Average
IIA1 (Up to 2 points):	1.5	2	1.75
IIA2 (1 point):	1	1	1
IIA3 (Up to 2 points):	2	2	2
IIA4 (Up to 1 point):	1	.75	.875
IIA5 (Up to 1 point):	.75	.75	.75
IIA6 (Up to 1 point):	.5	.5	.5
IIA7 (Up to 1 point):	1	1	1
IIA8 (Up to 1 point):	1	.5	.75
IIA9 (1 point):	1	1	1
IIA10 (Up to 1 point):	.5	.5	.5
IIA11 (Up to 1 point):	1	1	1
IIA12 (Up to 2 points):	1.5	1.75	1.625
Subtotal (15 points maximum):	12.75	12.75	12.75
Element IIB: Nutrition and fitness -15 Points Total	Reviewer # 4	Reviewer # 12	Average
IIB13 (Up to 2 points):	1.5	1	1.25
IIB14 (Up to 4.5 points):	4.5	4.5	4.5

Pillar I Total - 21.375 points

IIB15 (Up to 2.5 points):	2	1.5	1.75
IIB16 (Up to 2.5 points):	1.5	2	1.75
IIB17 (Up to 3.5 points):	3.5	3.5	3.5
Subtotal (15 points maximum):	13	12.5	12.75
Pillar III: Effective Environmental and Sustainability Education – 35 Points Total			
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 20 Points Total	Reviewer # 7	Reviewer # 14	Average
IIIA1 (Up to 20 points): Literacy Requirement not described, PD not described, excellent integration	18	15	16.5
IIIA2 (0 points):	0	0	0
Subtotal (20 points maximum):	18	15	16.5
Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills - 5 Points Total	Reviewer # 7	Reviewer # 14	Average
IIIB3 (Up to 2.5 points):	2.5	2.5	2.5
IIIB4 (Up to 2.5 points): only 100 students out of approx 2500 participated, & career pathways	0.5	2.0	1.25
Subtotal (5 points maximum):	3.0	4.5	3.75
Element IIIC: Development and application of civic engagement knowledge and skills - 10 Points Total	Reviewer # 7	Reviewer # 14	Average
IIIC5 (Up to 2 points):	2	2	2
IIIC6 (Up to 2 points):	2	2	2
IIIC7 (Up to 2 points):	2	2	2
IIIC8 (Up to 2 points):	2	2	2
IIIC9 (Up to 2 points):	2	2	2
Subtotal (10 points maximum):	10	10	10
Total – 100 Points	83.75	80	81.875

Pillar II Total - ~~[illegible]~~ 25.5 points

2013 California Green Ribbon Schools Award Scoring Rubric

District Name: Oak Park Unified (District)

Cross-Cutting Questions – 5 Points	4.75
Pillar 1: Reduce Environmental Impact and Costs – 30 Points	21.375
Pillar 2: Improve the Health and Wellness of Students and Staff – 30 Points	25.5
Pillar 3: Effective Environmental and Sustainability Education – 35 Points	30.25
Total – 100 Points	81.875

California State District Sustainability Award Application

County/District Code: 56738745630132

District Name: Oak Park Unified School District

☐ Check if one of the largest 50 districts

County: Ventura

Mailing Address: 5801 E. Conifer Street

City: Oak Park Zip Code: 91377

District Website: www.oakparkusd.org

Facebook Page:

Superintendent First and Last Name: Dr. Anthony (Tony) Knight

Superintendent E-mail Address: tknight@oakparkusd.org

Superintendent Telephone Number: 818-735-3200

Lead Applicant First and Last Name (if different from the Superintendent):
same as Superintendent

Lead Applicant Title:

Lead Applicant E-mail Address:

Lead Applicant Telephone Number:

District Level – How many schools at each level?

3 Elementary (PK-5 or 6)

K-8

1 Middle (6-8 or 9)

2 High (9 or 10-12)

Other

How would you describe your district?

☐ Urban

☑ Suburban

☐ Rural

What is the total building square footage of your district? 305,125

What is the total district acreage? 100

Does your district serve 40% or more students from disadvantaged households? (This must include free and reduced-price meals and may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act.)

☐ Yes

☑ No

Percent of students receiving free and reduced-price meals: 5%

Percent of students who are limited English proficient: 2.2%

Graduation rate: 99%

Attendance rate: 97.6%

Narrative

Provide a narrative describing your district's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (4,000 characters maximum including spaces)

The Oak Park Unified School District believes it is important that we serve as community leaders in the area of environmental awareness and sensitivity. In addition to incorporating environmental education into our instructional program through unique opportunities such as Whale Week and Shark Week that focus on marine science, field trips to Catalina and Santa Cruz Islands, and enrichment programs like Idea-to-Impact and QuikSCience, we are working to serve as an example for our students and community. The School Board has adopted principles and practices to accomplish this goal. Some of the sustainable, renewable, energy and resource efficient programs that OPUSD has incorporated into its facilities and/or maintenance to ensure a safe and healthy environment for students and staff while focusing on using sustainable, non-toxic and environmentally friendly products include: using only organic fertilizers on our landscape and turf throughout the district; adopting an Integrated Pest Management system and using only eco-safe pest reduction products; using cleaning supplies made from all natural eco-safe substances; and, purchasing paper that has a high recycled content. In addition, our Child Nutrition (Food Services) program uses a 'no additive' policy and we do not serve beef or other red meat. All serving trays are also made from corn and are recycled.

Other significant environmental improvements that have been made to the district's schools' campuses and that will have long-term positive benefits are: the installation of a bioswale systems in school parking lots that absorbs rainwater run-off into an infiltration system so that water and pollutants do not run into the local creek and the water is absorbed into the water table instead; the installation of solar panels to offset the power used at some sites; the utilization of 'cool roof' designs that reflect sunlight and provide substantial insulation on school buildings; and the installation of energy efficient lighting and heating/air conditioning systems in campus buildings along with electric vehicle charging stations at two district sites. Recycling programs are also implemented at the schools and hydration stations are available on all campuses, promoting reusable water bottles to reduce plastic water bottle consumption. A variety of school and community activities are also held to increase awareness such as walk-to-school days and plant a tree along with community events including Oak Park Clean-up Day and EarthFest, an event that includes student booths, organizations and vendors that provide information on environmental issues and products. During Earth Week, the district has also hosted screenings of films such as The Electric Car with the filmmaker with discussions afterwards. An electric car event was also held in which community members had the opportunity to test drive electric cars and learn about their benefits. At our upcoming Sustainability Fair in February 2013, this will be offered again, along with demonstrations on solar charging stations.

Cross-cutting Questions (5 points total)

1. Is your district participating in a local, state, or national school program(s) which asks you to benchmark progress in some fashion in any or all of the Pillars? (1.5 points)

   ☑ Yes

   ☐ No

   If yes, what program(s) and level(s) were achieved and how many schools within the district received these awards? (250 characters maximum including spaces)

   All schools are participating in the district's and local utility energy and gas conservation programs as well as recycling. Two schools are participating in the EPA's Energy Star program.

2. Has your district received any awards for facilities, health, or environment? (1.5 points)

   ☑ Yes

   ☐ No

   If yes, list the awards and years received and how many schools within the district received these awards: (250 characters maximum including spaces)

   District: 2012 Achievement in Respiratory (AIR) Health Award;Presidential Environmental Youth Award for 2012; 2011 Green Schools Award-USGBC California Central Coast Chapter; 2011 Green Schools Leadership Award; 2010 CSBA Golden Bell Award.

3. Is there a district-wide forum provided where all representative stakeholders involved in the daily operation of the district (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts? (2 points)

   ☑ Yes

   ☐ No

   If yes, describe: (1,000 characters maximum including spaces)

   Environmental campus initiatives are discussed during school staff and district meetings. The district also has an Environmental Education and Awareness Committee (EEAC) and Wellness Council. The EEAC is comprised of students, parents, faculty, administrators, staff and community members that discuss issues

and recommend action regarding environmental education and sustainability programs. The committee incorporates a number of environmental initiatives on the school campuses and implements community events that serve to enhance environmental education, awareness, and accountability. The Wellness Council is comprised of parents, teachers, district staff and administrators, child nutritionists and health professionals that develop, implement, monitor, and review district-wide nutrition/physical activity policies. This includes improving the nutritional value of food sold in the school cafeterias, enhancing nutrition and physical education, and creating healthy/safe school environments.

Pillar I: Reduced Environmental Impact and Costs

Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or onsite renewable energy and/or purchase of green power. Improved water quality, efficiency, and conservation. Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management reduction, or elimination of hazardous waste. Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

Element A: Reduced or eliminated greenhouse gas (GHG) emissions – energy and buildings (15 points total).

Element B: Improved water quality, efficiency, and conservation – water and grounds (5 points total).

Element C: Reduced waste production – waste and hazardous waste (5 points total).

Element D: Use of alternative transportation (5 points total).

Each question in this section is designed to measure the district's progress towards Pillar I and its associated four Elements.

Element IA - Energy

1. Does your district have a plan in place to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, or energy conservation guidelines? (1 point)

   ☑ Yes

   ☐ No

If yes, describe what type of plan(s): District Energy Conservation Program as well as District Master Plan that incorporates green builiding guidelines

2. Can your district demonstrate a reduction in GHG emissions? (Up to 2 points)

   ☑ Yes

   ☐ No

   If yes, percentage reduction over (mm/yyyy – mm/yyyy): 7/2011-7/2012

   If yes, initial GHG emissions rate (MTeCO2/person): .014

   If yes, final GHG emissions rate (MTeCO2/person): .013

   If yes, offsets:

   If yes, how did you calculate the reduction?

   Comparison of energy bills that reflect reduced energy costs (gas therms usuage) and use of materials that reduce GHG emissions; and utilized Greenhouse Gas Equivalencies Calculator.

3. What percentage of your schools has received EPA ENERGY STAR certification or meets the eligibility requirements for ENERGY STAR certification? (Up to 2 points) 100%

   List the schools, years, and scores received:

   Medea Creek Middle School - 2011 - 96; Oak Park High School - 2011 - 73

4. Has your district reduced its total non-transportation energy use from an initial baseline? (Up to 2 points)

   ☑ Yes

   ☐ No

   If yes, current energy usage (kBTU/student/year): 537 kWh/student/year

   If yes, current energy usage (kBTU/square feet/year): 7.7 kWh/sq ft./year

   If yes, percentage reduction over (mm/yyyy – mm/yyyy): 7/2011 - 7/2012

   If yes, how did you document this reduction? Comparison of energy bills

5. What percentage of your district's energy is obtained from on-site renewable energy generation and what type? (1 point) 1% - solar

6. What percentage of your district's energy is obtained from purchased renewable energy and what type? (1 point) 0

7. Does your district participate in federal, state, or utility school energy program(s)? (1 point)

   ☑ Yes

   ☐ No

   If yes, how many schools and which program(s)? All schools participate in the Southern California Edison Energy Efficiency Program

8. Has your district constructed or renovated building(s) in the past ten years? (Up to 2 points)

   ☑ Yes

   ☐ No

   If yes, for new building(s) what is the total constructed area and what percentage of the building area meets green building standards? N/A

   If yes, for new building(s) what certification and what level was earned? N/A

   If yes, for renovated building(s) what is the total constructed area and what percentage of the building area meets green building standards? 47,421 - 15%

   If yes, for renovated building(s) what certification and what level was earned? N/A

9. Does your district have a program or made progress toward reduction of the heat island effect, such as cool roofs, reduced pavements, or reflective coatings on pavement? (1 point)

   ☑ Yes

   ☐ No

10. What has your district done to reduce energy use (such as lighting retrofit, installation of an energy management system, etc.)? (250 characters maximum including spaces) (Up to 2 points)

Installed cool roofs and energy efficient HVAC units with new programmable thermostats; installed induction lighting and occupancy switches; tinted windows; implemented conservation programs at schools

Element IB - Water and Grounds

11. What is your district's water use per person? (1 point) 46 gallons

12. Can you demonstrate a reduction in your district's total water consumption from an initial baseline? (Up to 1 point)

    ☑ Yes

    ☐ No

    If yes, average baseline water use (gallons per occupant): 1188

    If yes, current water use (gallons per occupant): 1102

    If yes, percentage reduction in domestic water use: 7%

    If yes, percentage reduction in irrigation water use: 0%

    If yes, time period measured (mm/yyyy – mm/yyyy): 11/2011 -11/2012

    If yes, how did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)? School district reports based on water bill

13. What percentage of the district's landscaping is considered water-efficient and/or regionally appropriate? (0.5 point) 75%

14. Describe alternate water sources used for irrigation. (250 characters maximum including spaces) (0.5 point)

    The district uses reclaimed water for irrigation.

15. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (250 characters maximum including spaces) (0.5 point)

    Installed bioswale systems in parking lot to absorb rainwater run-off into an infiltration system; replaced irrigation controllers at all sites to a weather based system that reduces water waste and runoff

16. Describe how the district's water source is protected from potential contaminants. (250 characters maximum including spaces) (0.5 point)

    District receives its water from a municipal water source.Taps, faucets, and fountains at school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

17. Describe the program in place to control lead in drinking water. (250 characters maximum including spaces) (0.5 point)

    Regular testing is conducted of the school's hydration stations and water fountains. An annual report is is received from the local water district that provides

mandatory health-related standards that the district adheres to.

18. What percentage of the district's grounds is devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms)? (0.5 point) 50%

Describe uses: (250 characters maximum including spaces)

All campuses have areas either on campus (such as school gardens) or adjacent to school grounds (i.e. local creek, open space) that are used in teaching lessons and conducting projects related to ecology and the environment.

Element IC – Waste

19. What percentage of the district's solid waste is diverted from landfilling or incinerating due to reduction, recycling, and/or composting? (Up to 0.5 point) 80%

A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 198

Is service stopped/reduced during non-service times?

☑ Yes

☐ No

B. Monthly recycling volume in cubic yards (recycling dumpster size(s) x number of collections per month x percentage full when emptied or collected): 288

C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 6.18

Recycling rate = ((B+C)/(A+B+C))x100) 60

Monthly waste generated per person = (A/number of students and staff) .04

20. What percentage of your district's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine/free? (0.5 point) 80%

21. List the types and amounts of hazardous waste generated at your district and how was it measured: (0.5 point)
Flammable liquids:

Paint is picked up by a third party vendor

Corrosive liquids:

Batteries are recycled through the Lamp Tracker program

Toxics:

Nominal lab chemicals; toner - the latter which is picked up through a recycling program

Mercury:

Lamps are recycled through Edison Lamp Tracker Recycling Program

22. How have you reduced your hazardous waste generation (lbs/person/year)? (250 characters maximum including spaces) (0.5 point)

Yes - by purchasing ecologically-safe materials whenever possible, we have reduced our hazardous waste genertion.

Time period measured: (mm/yyyy – mm/yyyy): 7/2011 - 7/2012

23. How is the district's waste disposal and recycling tracked? (250 characters maximum including spaces) (0.5 point)

Through a third party vendor and some schools have student groups (i.e. recycling clubs) that are monitoring this as well.

24. Describe other progress and measures taken to reduce solid waste and elimination of hazardous waste. (500 characters maximum including spaces) (0.5 point)

An innovative food waste composting program has been implemented that involves a partnership with our local hauler who picks up ALL food waste from one school as a pilot program that will be sent to a new municipal compost facility. Schools have extensive recycling programs; hydration stations reduce plastic bottle consumption; district minimizes use of materials that constitute hazardous waste and utilizes eco-safe products; electronic waste is all recycled. Diversion rates are at 80%+.

25. Describe your district's green cleaning custodial program including green cleaning products, services, advanced, equipment, and/or policies. (500 characters maximum including spaces) (0.5 point)

A purchasing policy is in place in which the district uses only non-toxic cleaning products made from orange oil and hydrogen peroxide.Janitorial and maintenance staff are provided training on the correct use of these products.

26. What percentage of all cleaning products in the district is third-party-certified as green? (0.5 point) 90%

27. What specific third-party-certified green cleaning product standard does your district use? (250 characters maximum including spaces) (0.5 point)

Green Seal

28. Describe how the district is implementing Environmentally Preferable Purchasing/Green Purchasing or products and equipment for administration, instruction, and/or maintenance? (500 characters maximum including spaces) (0.5 point)

Ninety-percent of the cleaning products in the district are certified as 'green.' The districtly adheres to purchasing eco-safe products whenever possible and uses Green Seal products. Staff are trained on the proper use of these products to obtain maximum effectiveness.Also, the district has an integrated pest control management system that utilizes organic products and it only uses organic fertilizer on its campus grounds.

Element ID - Alternative Transportation

29. What percentage of district students take the following to get to/from school? (1 point total)

Walk: 15%

Bicycle/scooter/skateboard: 1%

Carpool (2+ students in the car): 25%

School bus: 0%

Other public transportation: 0%

Total percentage: 41%

Describe how these percentages were collected and calculated:
(250 characters maximum including spaces)

Based on a recent survey at the high school, these numbers were estimated to include the district.

30. Has your district implemented any of the following as district-wide policies? (Check all that apply) (Up to1 point total)

- [x] Designated carpool parking stalls
- [x] A well publicized no-idling policy that applies to all vehicles (including school buses that are required to meet the California Airborne Toxic Control Measure to Limit School Bus Idling and Idling at Schools Regulation.
- [x] Vehicle loading/unloading areas are at least 25 feet from building intakes, doors, and windows.

- ☑ Safe Pedestrian Routes to School or Safe Routes to School
- ☑ Electric vehicle charging stations have been installed to encourage the use of these vehicles.
- ☑ Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school.

31. Describe activities in your safe routes program.
(250 characters maximum including spaces) (1 point)

The district encourages students to walk and bicycle to school. Walk to school days are organized; the infrastructure around the schools is conducive to walking or riding bikes. Bike racks are provided. Crossing guards are stationed at major streets.

32. Describe how your district transportation use is efficient and has reduced its environmental impact. (250 characters maximum including spaces) (1 point)

The district utilizes electric vehicles (golf carts) for its on-campus transportation and field maintenance at applicable campuses. The district does not offer bus transportation to/from campus. The schools help parents set up carpools.

33. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.
(500 characters maximum including spaces) (1 point)

Based on the geographic location of Oak Park, there are no locally-available public transportation alternatives for students to get to and from school but a new bus route will begin in March. However, the school encourages carpooling and walking/biking to school. In regards to the latter, there are a number of trails, sidewalks, bike lanes, and crosswalks and the district provides assistance in arranging carpools for students. No idling signs are posted in drop-off/pick up areas on campuses.

Pillar II: Improve the health and wellness of students and staff

An integrated district environmental health program based on an operations and facility-wide environmental management systems that consider student, visitor, and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds. High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Element A: Integrated district environmental health program – integrated pest management, contaminant controls and ventilation, asthma control, indoor air quality, moisture control, and chemical management. (15 points total)

Element B: Nutrition and fitness – fitness and outdoor time, food, and nutrition.

(15 points total)

Each question in this section is designed to measure the district's progress towards Pillar II and its associated two Elements.

Element IIA - Environmental Health

1. How many applications of pesticides are done district-wide each school year (do not include pesticides exempt from the Healthy Schools Act)? What percentage over baseline use? Describe efforts to reduce.
   (250 characters maximum including spaces) (Up to 2 points)

   EcoPesticides are applied only when necessary (2 times/yr). To reduce need, the district removes weeds next to bldgs., screens around bldg. foundations to prevent rodent invasions, keeps trash areas clean, baits instead of sprays; keep food sealed.

2. Our district has a written integrated pest management plan. (1 point)

   ☑ Yes

   ☐ No

3. Which of the following practices does your district employ to minimize exposure to hazardous contaminants? (Check all that apply) (Up to 2 points total)

   ☑ Our district prohibits smoking on campus and in public school buses.

   ☑ Our district has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

   ☑ Our district uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).

   ☐ Our district does not have any fuel burning combustion applicances.

   ☑ Our district adheres to the Asbestos Act and has an asbestos management plan in place.

   ☑ Our district has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4pCi/L.

   ☑ Our district has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

- [x] Our district has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communciation (clean up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party certified green cleaning products.

Provide specific examples of actions taken for each checked practice above.
(500 characters maximum including spaces, for all examples provided for practices highlighted)

District has a tobacco-free policy, indoor quality management programent and meets ASHRAE standards for acceptable air quality. Ventilations systems are installed that bring in fresh air; district has eliminated mercury-containing thermometers, art chemicals,etc.; CO alarms are installed in schools; classrooms have been tested for radon within last 24 months; no wood playground or other structures contain chromate cooper arsenate; 'green' supply purchasing policy is in place.

4. What percentage of district classrooms employ the following indoor environmental standards: (Up to 1 point total)
80% of district classrooms has good acoustics (less than 45dBA).

90% of district classrooms has good daylighting and high quality electric light when needed.

95% of district classrooms has good relative humidity control (ASHRAE 30-60%).

5. Describe how your district controls and manages chemicals routinely used in the school to minimize student and staff exposure.
(500 characters maximum including spaces) (Up to 1 point)

District uses sustainable, non-toxic and environmentally friendily products such as organic fertilizers, eco-safe pest reduction products, and green cleaning supplies. District policy prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

6. Describe the steps your district has taken to ensure that all district and school site buildings are lead-safe. (500 characters maximum including spaces) (Up to 1 point)

Every 3 years a AHERA report is conducted. All construction materials are tested prior to demolition to prevent airbourne contamination.

7. Describe actions your district takes to prevent exposure to asthma triggers in and around the district. (500 characters maximum including spaces) (Up to 1 point)

Purchasing/using environmentally-safe cleaning products; regular maintenance of HVAC units, prohibits tobacco-use; adequate ventilation and indoor air quality; limits outdoor exposure when poor air quality (smog, etc.), limits unnecessary idling of motor vehicles near schools; removes naturally occuring asbestos; uses products that reduce dust, mold and mildew; has integrated pest management

system; uses HEPA vacumms, tints windows instead of using dust-collecting blinds.

8. Describe actions your district takes to control moisture from leaks, condensation, and excess moisture and promptly cleanup mold or removes moldy materials when it is found. (500 characters maximum including spaces) (Up to 1 point)

Regular inspections are conducted to check for leaks, etc. and if found, repairs or replacement is made. Any mold or mildew is removed immediately if found by proper measures. Air quality testing is conducted by third party vendor to ensure meets state standards.

9. Local exhaust systems for major airborne contaminant sources have been installed district-wide? (1 point)

☑ Yes

☐ No

10. Describe your district's practices for inspecting and maintaining the ventilation system and all unit ventilators district-wide to ensure they are clean and operating properly. (500 characters maximum including spaces) (Up to 1 point)

A comprehensive HVAC maintenance schedule is in place for units in each of the district's buildings that includes changing filters, cleaning various coils, and inspecting fans, motors and air ducts.

11. Describe actions your district takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (500 characters maximum including spaces) (Up to 1 point)

HVAC units are equipped with CO2 sensors, thermostats and fans to monitor and circulate the air to meet Title 24 standards.

12. Describe other steps your district takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.
(1,000 characters maximum including spaces) (Up to 2 points)

The district utilizes IAQ tools, program and information to formulate, implement, maintain and enhance it policies, regulations and programs relating to environmental health and safety issues. The district also adheres to guidelines that promote green school practices and its master plan incorporates green technology and products into its renovations and day-to-day operations. Regular inspections and maintenance are conducted on systems pertaining to indoor environmental quality and corrective action is taken (through repairs and/or replacement) upon identification of a problem.

Element IIB - Nutrition and Fitness

13. Provide the number of schools within the district for all practices below that promote nutrition. (Up to 2 points total)

    6 Schools have been recognized in the USDA's HealthierUS School Challenge and/or Alliance for Healthier Generations. Provide levels and years:

    Bronze level - 2011, 2012

    6 Schools participate in a Farm to School program to use local, fresh food.

    3 Schools have on-site food gardens.

    3 School gardens supply food for students in the cafeteria, a cooking or garden class, or to their community.

14. What practices does your district employ to promote nutrition, physical activity, and overall district-wide health? (Check all that apply)
    (Up to 4.5 points total)

    - [x] Our students spent at least 120 minutes per week over the past year in school-supervised phycisal education.
    - [x] At least 50% of our students' annual physical education takes place outdoors.
    - [x] Health measures are integrated into assessments.
    - [x] The district wellness policy addresses positive environmental and health impacts that have helped green our schools.
    - [x] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
    - [x] The food purchased by our district is certified as "environmentally preferable", provide the percentage and type in the space below.
    - [x] Our district has a wellness committee.
    - [x] Our district provides staff, students, and families information on nutrition education and/or programs.

    Provide specific examples of actions taken for each practice, focusing on innovative or unique practices and partnerships for each checked practice.
    (500 characters maximum including spaces for all examples provided for practices highlighted).

    The District's Wellness Council is comprised of parents, teachers, child nutritionists and health professionals that meets monthly to develop, implement, monitor and review district-wide nutrition/physical activity policies.The Council also

hosts well-attended community screenings such as King Corn, a documentary that follows the planting/harvesting of an acre of GMO corn with chemical fertilizers and the impact it has on the commercial food chain.

15. Describe the type of outdoor education, exercise, and recreation available. (500 characters maximum including spaces) (Up to 2.5 points)

There are a multitude of outdoor exercise and nature-based recreation opportunities available to students. In addition to many of the physical education and fitness class activities that are held outdoors, the district offers intramural and athletic programs (football,baseball, softball, track, soccer, lacrosse, cross country, tennis, and golf) - all outdoors. The schools have outdoor basketball courts, handball and tennis courts on campus and a running track at the high school.

16. Describe the efforts being made to increase staff wellness in the areas of access to fresh fruits and vegetables, healthy beverages, and increased physical activity. (500 characters maximum including spaces) (Up to 2.5 points)

Staff participate on the Wellness Council and information is provided on these issues at school and district meetings. Staff fitness activities are offered periodically, such as a spin class for teachers before school at the middle school. Heathly food and beverage choices are provided through the district's nutrition services.Healthy beverages such as Vitamin Zero are sold, all schools have filtered water available through hydration stations, and programs are offered through our insurance.

17. Describe any other district-wide efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (1,000 characters maximum including spaces) (Up to 3.5 points)

District collaborates with chefs at the California Health & Longevity Institute to create healthy recipes that appeal to our students and meet the state/federal nutrition guidelines and offering a variety of fresh fruits/vegetables daily. Nutrition experts from the Institute redesigned school menus to include increased quantities of fruits, vegetables and whole grains. The DIstrict participates in the National Meatless Monday campaign and has vegetarian and vegan options available daily and promotes a plant-based diet. Food quality standards require no additives to food served. The produce vendor used by the district gets the majority of its produce from regional farmers and the rest we obtain from our own school gardens.Through the use of technology, middle school students develop individual fitness plans and utilize heart rate monitors and Tri-Fit machines to monitor their progress. The District holds special fitness events including Jog-a-thons, Hoops-to-Heart, walk-to-school days.

Pillar III: Effective Environmental and Sustainability Education

Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems. Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century

technology-driven economy. Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Element A: Interdisciplinary learning about the key relationship between dynamic environmental, energy, and human systems. (20 points total)

Element B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills. (5 points total)

Element C: Development and application of civic knowledge and skills. (10 points total)

Each question in this section is designed to measure the school's progress towards Pillar III and its associated three Elements.

Element IIIA – Interdisciplinary learning

1. Which practices does your district employ to ensure effective environmental and sustainability education?

   - [x] Our district has an environmental or sustainability literacy requirement. (1 point)
   - [x] Environmental and sustainability concepts are integrated throughout the district curriculum. (1 point)
   - [x] Environmental and sustainability concepts are integrated into district assessments. (1 point)
   - [x] Students evidence high levels of proficiency in these assessments. (1 point)
   - [x] Professional development in environmental and sustainability education is provided to all teachers. (1 point)

   Provide specific examples of actions taken for each practice employed, highlighting innovative or unique practices and partnerships for each checked practice. (500 characters maximum for all examples provide for practices highlighted)
   (Up to 15 points)

3 year science graduation requirement -Global Science in 9th grade, Biology in 10th, Chemistry in 11th, and Physics in 12th. AP courses are available in the lab sciences and AP Environmental Science. Environmental/sustainability concepts are integrated throughout the curriculum. A Marine Science Matrix has been developed to integrate an ocean-oriented approach to teaching science standards. 87% of students score proficient or above on CST. Staff attend environmental prof. dev. activities.

For districts serving grades 9-12 provide:

2. Percentage of last year's eligible graduates who completed the Advanced Placement (AP) Environmental Science course during their high school year 20%

   Percentage scoring a 3 or higher 91%

Element IIIB – STEM content, knowledge, and skills

3. How does your district use sustainability and the environment as a context for learning STEM thinking skills and content knowledge? (1,000 characters maximum including spaces)
   (Up to 2.5 points)

   Through hands-on, experiential learning experiences, programs with sustainaibility and the environment serve as a context for STEM skills and knowledge. For example, the 5th grade Santa Cruz Island program, which is heavily focused on environmental learning, is an experience that involves classroom activities, teamwork, and project-based learning. Lessons also include island geology and botany.Through this program, students use reasoning and critical thinking skills needed for STEM and for many, this experience sets the foundation for their desire to take higher level science classes when they get to high school. In all grade levels there is an environmental focus as outlined in the EEI (Environmental Education Initative), which the District is working on implementing. The science of climate change is explored in science classes including a new environmental science course offered at our middle school in grade 6. There are descriptions in the remaining sections that point to this.

4. How does your district use sustainability and the environment as a context for learning green technologies and career pathways?
   (1,000 characters maximum including spaces) (Up to 2.5 points)

   At the middle and high school levels, students and teachers have been engaged in several major enviornmental projects. These include the Edison Challenge, the QuikScience Challenge (USC and Quicksilver Surfware), and the Idea to Impact program (I2I) (CSUCI and Ventura County Office of Education). These involve teams of students working on a selected environmental problem and then developing a lesson plan for younger students, a community service component, a research project, and a multi-media presentation or public service annoncement. This year we have over 100 students directly involved, which will impact ALL of the students in the District through the projects. These students interface with local companies and are mentored by employees. One example is a group that one First Place in the QuikScience program who developed a proposal to grow algae for biofuels with the help of a mentor from a local bioengineering firm.

Element IIIC – Civic knowledge and skills

5. Describe students' civic/community engagement projects integrating environment and sustainability concepts and specify at which grade level each is implemented. (1,000 characters maximum including spaces) (Up to 2 points)

In the projects described in #4, there is a community service component. This engagement has resulted in some remarkable outreach. The Week of Whales was developed in partnership with the American Cetacean Society and over 120 community members attended the Family Whale Watch. We hold an annual Sustainabilty Fair the first Saturday of February. This has featured an electric driveway party where EV owners come and offer test drives in their EVs, information from the National Park Service and Mountain Conservancy, native plant and drought landscaping demonstrations, Shark Conservation information that included a 'fishing' booth where kids caught marine debris and won eco-prizes. The District has held several movie screenings of films that include Sharkwater, King Corn, The End of the Line. Big Sunday is a big event in Oak Park sponsored by OPUSD Community Outreach Committee where kids and families come and do projects in the schools and community. Last May, 300 people participated.

6. Describe students' meaningful outdoor learning experiences at every grade level. (1,000 characters maximum including spaces) (Up to 2 points)

These include school gardens at four of the schools with another on the way. All 5th graders to go Santa Cruz Island for a well coordinated trip by the science specialist to learn about natural selection, marine ecosystems, biodivesity, and conservation. 6th graders all attend Outdoor Education at Pali Camp in the San Gabriel Mountains for four days and do an annual beach clean-up with Heal the Bay. 7th graders all go to the Catalina Island Marine institute for a week. 8th graders to to AstroCamp for 3 days. Elementary students take field trips on a regular basis that include whale watching, Chumash Interpreter trip to learn about local Native American tribes and their traditions and local hikes and excursions. All K students go to TreePeople in the Santa Monica Mountains as part of their unit on trees. District Moral Imperatives state that students need to have authentic learning experiences and should be outside to maintain overall wellness.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (1,000 characters maximum including spaces; include additional information in your narrative) (Up to 2 points)

One of the most notable examples of this is at Oak Hills Elementary School where children who work in the garden and greenhouse on a weekly basis grow seedlings to benefit a local free clinic. They bring them to the clinic and explain to the participants how to care for and grow them. Many of these people served here have diabetes and this is part of their education program provided by nutritionists at the clinic. Food at all of the school gardens is used in the Child

Nutrition program. The gardens are organic and only use plant-based fertilizers or bat guano (no ground up bones and blood from factory farmed animals typically present in 'organic' fertilizers). Students learn to deal with pest management by using good fencing and other practical non-chemical means. They have little Farmer's Markets where their produce is sold to the community and raise money to support the gardens. Students are regularly out at sea learning about marine science and on hikes in the local mountains.

8. Describe partnerships with the local community (e.g., academic, business, government, non-profit, and non-formal science institutions) that help advance the district and the greater community toward the Three Pillars.
(1,000 characters maximum) (Up to 2 points)

The schools have partnerships with a variety of business and NGOs that promote environmental literacy and social action. These include LIFE Animal Rescue engaged by the high school animal rights club. Several local science and engineering firms such as Boeing, AeroVironment, NASA JPL, Coastal Marine Biolabs, where student interns from the high school spend two weeks each summer learning about the marine environment and even earn their SCUBA certifications. Others include, Monterey Bay Aquarium, Cal State Long Beach Shark Lab, the National Park Service, and the NOAA Channel Islands National Marine Sanctuary. The District superintendent serves as a member of the Marine Sanctuary Education Team and is able to engage students in projects through the Sanctuary. Also, the district sent students and parents to a lecture provided through UCLA by noted oceanographer Dr. Sylvia Earle last May and prior to that to an ocean acidification program at UCSB. The I2I program is a CSUCI.

9. Distinguish any other programs or features not included in the application that demonstrate ways that your district integrates core environmental, sustainability, STEM, green technology, and civics into curricula while highlighting innovative or unique practices and partnerships that provide effective environmental and sustainability education. If applicable, include examples of the evolution of your program over time. (1,000 characters maximum) (Up to 2 points)

Each program has increased in complexity and participation each year over the last five years. Hundreds of students are involved and even events such as the middle school science fair has a changed to highlight the areas of climate change, resource conservation, and sustainble energy solutions.The high school also is involved in the Solar Boat program where a team of students build a 15-foot solar powered boat. Sponors include the local water authority. They finished 1st in the rookey division their first year after a 4-day competition! The high school Rocket Team, which has won national competitions and is working on a project with NASA this year is sending up an FAA approved weather balloon in January to over 100,000 feet with climate experiments designed by our middle school science students.There are too many like projects to desribe but it is accurate to state that environmental education and practice go hand-in-hand in Oak Park schools.

Bioswale infiltration system install at OPHS

Fishing for marine debris – Sustainability Fair

Photos submitted with the California District Sustainability Award Application 2012-13
Oak Park Unified School District

(above) Santa Cruz Island Program

(right) School Garden Farmer's Market

(below) Whale Watch Group

Photos submitted with the California District Sustainability Award Application 2012-13
Oak Park Unified School District