

Medea Creek Middle School

**A California Distinguished School
A National Blue Ribbon School**



1002 Doubletree Road, Oak Park, CA 91303
(818) 707-7922

Grades Six through Eight
Bradley Benioff, Principal
www.opusd.k12.ca.us

2006-2007 School Accountability Report Card

Oak Park Unified School District

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Assistant Superintendent
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Assistant Superintendent
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Principal's Message

Medea Creek Middle School continues its outstanding record of excellence. In addition to our past selection as a National Blue Ribbon School, two years ago we were selected as one of three schools in the state to be named a "School to Watch/Model Middle School." Last year we were awarded our fourth California Distinguished School Award. These awards are a tribute to our outstanding staff, students, and parents who work together as a team. Our enrollment this year was about 900 students. Our academic program is strong and is enhanced by excellent speciality teachers in the fine arts including drama, band, and art. We offer a sophisticated program in computers and technology with technology lab and two state-of-the-art computer labs. We are currently training teachers and revising the curriculum to offer an even more differentiated program to meet the needs of different learning styles and different strengths.

Two special qualities Medea Creek has are the strong team planning among teachers and the assistance we provide students to help them be successful. Our teachers meet regularly to coordinate curriculum planning and implementation. This provides consistency and ensures quality. Our Parent Faculty Club sponsors free tutoring provided by our teachers and we have an additional free tutoring program from our students in the California Junior Scholarship Federation. There is a strong vision of providing enriched and challenging instruction to all.

We welcome parents to participate as partners with us. Over 85% of our families belong to the Parent Faculty Club. Our parents support the school and its programs as well as working closely with teachers to ensure student success.

We believe Medea Creek Middle School is truly an exciting place for students to learn and to grow.

Vision Statement

- We believe school should prepare students for life as productive, responsible citizens.
- We believe in success for all students.
- Everyone is expected to do his/her best in an atmosphere where they feel safe and are known and appreciated as unique individuals.
- We are all lifelong learners.
- Our goal is for learning to be meaningful & challenging.
- Expectations for quality work and how it will be judged are clear to all.
- We are a team.

District & 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 Oak Park Unified School District. In the past year, 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, and one independent study school. In 2006-07, The Oak Park Unified School District educated 3,775 kindergarten through twelfth grade students. 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.

Medea Creek Middle School is a four-time winner of the California Distinguished School award and also has been recognized as a National Blue Ribbon School award. Medea Creek Middle School has earned further recognition as a California Model Technology School and a California Restructuring Demonstration School. Most recently, it was one of three schools in California to be named a 2004 California Middle School to Watch, for its academic excellence, responsiveness to the needs of young adolescents, social equity, and sustained dynamic improvement and reform.

During the 2006-07 school year, 926 students were enrolled in grades kindergarten through five at Medea Creek Middle School. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.2%
American Indian	0.0%
Asian	13.0%
Caucasian	81.5%
Filipino	0.4%
Hispanic	2.6%
Pacific Islander	0.3%
Multiple or No Response	1.0%

Suspensions and Expulsions

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	34	42	19	93	125	156
Suspension Rate	3.67%	4.54%	2.05%	2.46%	3.31%	4.13%
Expulsions	0	0	0	2	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.05%	0.00%	0.00%

Enrollment and Attendance

Regular attendance at Medea Creek Middle School is a necessary part of the learning process and is critical to academic success. Parents are advised of their responsibilities, including proper notification of when and why students are absent. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Oak Park Unified School District's School Attendance Review Board are used to promote student attendance. The chart displays the enrollment trend for the past three years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
6th	288	313	293
7th	303	304	324
8th	294	308	309

Parent Involvement

Medea Creek Middle greatly benefits from its supportive parents who are highly involved in their students academic success, working in strong 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 Club (PFC) or School Site Council or may serve on a variety of district Committees. The school also benefits from several community partnerships, including the Friends of Oak Park Schools and local businesses. The school also sponsors community service events including Hoops for Heart (American Heart Association), local food banks, and the Ventura Battered Women's Shelter.

Class Size

The Class Size table below illustrates the average class size by subject, as well as how many classes were taught with a certain number of students in each class, based on three different class sizes. The corresponding numbers show how many classrooms had 20 students or fewer, 21 to 32 students, and 33 or more students by subject. Medea Creek Middle School maintained a school-wide average class size of 30 students with a pupil-to-teacher ratio of 23:1 for the 2006-07 school year.

Class Size By Subject											
	Average Class Size			Classrooms Containing:							
				1-20 Students			21-32 Students			33+ Students	
	05	06	07	05	06	07	05	06	07	05	06
English	16	21	18	5	3	7	1	1	1	0	0
Math	28	29	27	3	2	7	27	22	20	1	6
Science	29	30	31	1	1	2	26	20	15	2	10
Social Science	19	0	0	1	0	0	0	0	0	0	0

Textbooks & Instructional Materials

Oak Park Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support Oak Hills Elementary School's instructional program, as well as provides students with their own individual standards-aligned textbooks. Oak Park Unified School District held a Public Hearing on October 18, 2007 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or 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, instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials are aligned with the California State Content Standards and Frameworks. The district follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle. The district forms committees of administrators and teachers to establish textbook selection criteria based on state standards. Presentations from various textbook publishers are evaluated and recommendations are made based on alignment to state standards and district goals. The committee's recommendation is presented to the Board of Education for final adoption. The chart displays data collected in January 2008 in regards to the textbooks in use at Oak Park's middle school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th-8th	English/ Language Arts	Prentice Hall	2002	Yes
7th	Health	Glencoe	2003	Yes
6th-7th	History/Social Science	Houghton Mifflin	2000	Yes
8th	History/Social Science	Glencoe	2000	Yes
6th-8th	Mathematics	Glencoe	2001	Yes
6th-8th	Science	Prentice Hall	2000	Yes

The school's library, staffed by a full-time librarian, is stocked with 8,500 books that are available for students to check out. An automated system tracks library inventory. Resources such as audiotapes, videos, newspapers and periodicals are also available for classroom use and student research. Students visit the library regularly with their classes and have access to the library before and after school and during breaks.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Ventura County, which contain numerous computer workstations.

Training & Curriculum Improvement

All training and curriculum development at Medea Creek Middle School revolves around providing the best education for all students. Teachers align classroom curriculum to the California State Content Standards and Frameworks 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. 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.

Counseling & Support Staff

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. The following resources are available to all students at Medea Creek Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	3	2.5
Librarian/library media teacher	1	1.0
Nurse	1	As Needed
Psychologist	1	As Needed
Resource Specialist	4	4.0
Resource Specialist Aide	9	8.0
Special Day Class Teacher	1	1.0
Speech/Language/Hearing Specialist	1	0.8

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. The ratio of academic counselors to students at Medea Creek Middle School is 1:309.

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, after school Math Institute, 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, 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.

Teacher Assignment

Oak Park Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Medea Creek Middle School had 39 fully credentialed teachers.

	Teacher Credential Status			
	School		District	
	04-05	05-06	06-07	06-07
Fully Credentialed	39	39	39	179
Without Full Credentials	0	0	0	1
Working Outside Subject	0	1	4	16

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester. For the 2007-08 school year the most current data is reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses	
	Taught By NCLB Compliant Teachers	Taught By Non-NCLB Compliant Teachers
School	96.00%	4.00%
District	96.00%	4.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.30%	3.70%

Physical Fitness

In the spring of each year, Medea Creek Middle is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. In 2006-07, 58.9% of seventh grade students at Medea Creek Middle School met all six fitness standards.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

No Child Left Behind (NCLB)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)

	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not In PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	73	76	79	76	80	80
District	72	75	79	75	80	79
State	46	46	47	49	50	51
Males						
School	70	71	76	75	79	79
Females						
School	75	82	82	77	82	80
Asian						
School	80	95	94	88	89	94
Hispanic						
School	53	*	*	60	*	*
Caucasian						
School	73	73	76	77	80	78
Students with Disabilities						
School	43	33	*	33	39	*
English Learners						
School	45	*	*	64	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	4	4	5	
All Students				
Actual Growth	12	17	-10	879
Asian				
Actual Growth	-	-	-	976
Caucasian				
Actual Growth	14	12	-18	865

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science for the most recent three-year period, is shown in the chart.



California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science		Social Science						
	6			7			8			6			7			8		8			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07	
	All Students																				
School	77	81	80	75	79	80	77	74	69	67	72	69	58	73	69	75	83	67	73	75	
District	76	81	81	74	78	80	78	73	70	67	72	69	58	74	68	74	83	67	72	75	
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35	
	Males																				
School	75	77	79	66	75	78	75	67	62	73	70	71	57	71	72	76	82	75	78	76	
District	75	77	79	65	75	79	76	66	63	73	70	71	56	71	73	75	82	75	77	76	
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36	
	Females																				
School	80	85	82	84	83	82	79	82	78	60	73	68	61	76	64	73	84	59	69	74	
District	79	85	82	84	82	82	78	81	79	60	73	67	59	76	62	72	84	59	68	74	
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33	
	Asian																				
School	89	89	98	76	95	91	96	74	95	74	91	94	80	92	83	89	97	81	78	95	
District	89	89	98	76	95	91	97	75	93	74	92	94	80	93	84	89	96	81	78	93	
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62	
	Hispanic																				
School	*	*	*	67	*	*	59	73	*	*	*	*	20	*	*	67	*	47	60	*	
District	*	0	0	62	0	0	59	74	0	*	*	0	19	0	0	67	0	47	60	0	
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21	
	Caucasian																				
School	76	80	77	76	76	78	76	74	66	67	69	64	60	71	68	74	80	67	74	72	
District	76	80	77	75	76	79	76	73	67	66	68	64	59	71	67	72	80	67	72	72	
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52	
	Students with Disabilities																				
School	26	48	*	35	30	*	27	31	*	26	33	*	23	15	*	34	*	36	48	*	
District	25	48	0	33	32	*	27	30	*	26	33	0	21	18	*	34	*	36	47	*	
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10	
	English Learners																				
School	45	*	*	45	*	*	*	*	*	27	*	*	36	*	*	*	*	*	*	*	
District	45	0	0	45	0	0	*	0	0	27	0	0	36	0	0	0	0	*	0	0	
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



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, a playground, and grassy fields. Recent modernizations to the campus include a new fence on the perimeter of the campus for safety in October 2007 and 19 classrooms were updated to 21st Century Technology. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room. The chart displays the results school facility inspections completed in November 2007 and April 2008.

Safety

Safety of students and staff is a primary concern of Medea Creek Middle School. The school welcomes visitors, but asks all visitors to sign in at the front 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, administrators and counselors 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.

Medea Middle School participated in an Internet Safety Program, the information can be utilized by both students and parents to educate individuals on the dangers of on-line encounters.

A Comprehensive Safe School Plan was developed by school staff in September 1998 in order 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 pupils 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.

School staff evaluates the plan annually and updates the plan as needed. The plan was updated and submitted for Board approval in March of 2006 and reviewed with school staff at the beginning of the 2006-07 school year and throughout the school year. A copy of the plan is available for public review at the school.

Cleaning Process

Two full-time and one part-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 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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district budgeted \$300,444 for the deferred maintenance program. This represents 1% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 11/06/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			C17 - HVAC override timer defective. C18 - HVAC override timer defective.
Windows/Doors/Gates/Fences (Interior and Exterior)			X	Admin Bldg - Door and window trim. C1, C2, C3, C4, C5, C7, C9, C10, C11, C12, C15, C16, C17, C18, C20 - Doors and windows need repainting. R1, R2, R3 - Window missing screen.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Admin Bldg - Paint and carpet need replacement. C1 - Thermostat cover missing. C3 - Stained ceiling tiles. Kitchen - Drop ceiling cleaning. Gym Girls Lockers - Locker room and restroom need painting. Gym Boys Lockers - Need painting, shower stall plumbing needs repair. Gym - Wall system needs repair. Coachs office and bathrooms - Needs painting. C8 - Stained ceiling tiles, stained carpet, and warped ceiling tiles. C10 - Stained ceiling tiles, carpet worn. C11 - Carpet worn, sink cabinet lamination coming apart. C12 - Lamination coming apart. C7 - Carpet stained and worn out, loose cabinet drawer is falling apart. C15 - Dirty ceiling tiles. C16 - Ceiling tiles dirty. R4 - Ceiling tiles broken. R1 - Ceiling tile needs to be replaced. E8 - Broken ceiling tile.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			E10 - Broken outlet plate.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			E6 - Stained tiles.
Playground/School Grounds	X			
Overall Cleanliness	X			Main electrical room - Electrical room needs to have all items removed and stored in another location.

District Expenditures

Oak Park Unified School District spent an average of \$6,980 to educate each student (based on 2005-06 audited financial statements). The chart provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,962
From Restricted Sources	\$624
From Unrestricted Sources	\$4,338
District	
From Unrestricted Sources	\$5,888
Percentage of Variation between School & District	26.32%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	12.24%

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

Teacher & Administrative Salaries as a Percentage of Total Budget

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 districts 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 Web site.

Average Salary Information Teachers - Principals - Superintendent 2005-06		
	District	State
Beginning Teachers	\$38,521	\$36,572
Mid-Range Teachers	\$60,922	\$55,815
Highest Teachers	\$80,377	\$70,985
Elementary School Principals	\$87,989	\$86,995
Middle School Principals	\$97,318	\$90,820
High School Principals	\$108,460	\$96,447
Superintendent	\$131,950	\$128,495
Salaries as a Percentage of Total Budget		
Teacher Salaries	46.0%	39.3%
Administrative Salaries	5.7%	5.8%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,637
District	\$62,994
Percentage of Variation	1.02%
School & State	
All Unified School Districts	\$56,613
Percentage of Variation	12.40%

Contact Information

Parents who wish to participate in Medea Creek Middle School's leadership teams, school committees, school activities, or become volunteers may contact the principal at (818) 707-7922, or visit the school's website at <http://www.mcms.opusd.k12.ca.us/>.

Data Sources

Data within the SARC was provided by Oak Park Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

