

Oak Park Unified School District

Medea Creek Middle

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Oak Park Unified School District
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(818) 735-3200

BOARD OF EDUCATION

Denise Helfstein
Tina Wang
Soyon Hardy
Megan Lantsman
Jim Moynihan

DISTRICT ADMINISTRATION

Jeff Davis, Ed.D.
Superintendent
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Adam Rauch
Assistant Superintendent
Business & Administrative Services
Tammy Herzog
Assistant Superintendent
Educational Services
Stew McGugan
Assistant Superintendent
Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

- DISTRICT MOTTO

Educating compassionate and creative global citizens.

- DISTRICT MISSION

To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.

- DISTRICT VISION

Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

SCHOOL PROFILE

Oak Park Unified School District is located in the Ventura County community of Oak Park, a suburban, residential area situated between Los Angeles and Santa Barbara. The attractive hillside community offers parks and natural open spaces for its residents and close proximity to the beaches of the California coast. The community has been very supportive of the educational programs offered by the Oak Park Unified School District. The community has formed the Oak Park Education Foundation, a non-profit organization, to raise funds to further enhance learning opportunities for District students.

The district includes three elementary schools, one middle school, one comprehensive high school, one continuation high school, one independent study school, and one preschool/pre-Kindergarten program. The Oak Park Unified School District educates more than 4,300 transitional kindergarten through twelfth-grade students every year. The district has distinguished itself with a history of excellence. Its schools have been recognized at the local, state, and Federal levels for outstanding achievement.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	51.7
Male	48
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	28.7
Black or African American	1.3
Filipino	2
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.4
White	49.1
Two or More Races	7.5
EL Students	3.9
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	12.5
Migrant Education	
Students with Disabilities	7.9

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
6th	353
7th	317
8th	354
Total	1,024

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.1	80.3	125.6	67.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	2.7	3.1	1.7	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.7	8.5	21.6	11.7	12,115.8	4.4
Unknown	3.7	8.5	35.3	19.0	18,854.3	6.9
Total Teaching Positions	43.8	100.0	185.8	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	1.1	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	1.1	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	3.7	N/A
Total Out-of-Field Teachers	3.7	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.6	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/31/2022
Data Collected:	December 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	C-19 Classroom: 2: Noisy HVAC equipment.
INTERIOR: Interior Surfaces	Good	E-02 Classroom: 4: Broken ceiling tile. E-10 Classroom: 4: Carpet ripping. Gym Chair Storage : 4: Hole in outside of room. Boys East Restrooms, Girls East Restrooms: 4: Rusted hand drier cover. E-04 Classroom: 4: Stained ceiling tile. Band Room, North E Pod: 4: Stained ceiling tiles. South West Prep Halls: 4: Wall paper peeling.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	R-01 Classroom, R-02 Classroom, R-03 Classroom, R-04 Classroom: 6: Visible rodent holes around building.
ELECTRICAL: Electrical	Fair	West Girls Restroom: 7: 1 lamp missing cover. West Boys Restroom: 7: 1 lamp missing cover - 2 light bulbs out. C Northwest Pod, Girls East Restrooms: 7: 1 lamp out. Boys Restroom: 7: 1 lamp out - 1 lamp missing cover. Southwest Pod: 7: 1 recessed lamp out. Boiler Room, North Entry Way, Custodial Office / Storage, C Conference Room, Training Room, Gym Electrical Room: 7: 2 lamps out. ASB Storage / Access: 7: 2 lamps out - 2 lamps missing cover. Gym Main Court: 7: 22 light bulbs out. Library Book Storage: 7: 3 lamps out. Health Office: 7: 4 lamps out. N East Pod: 7: 4 recessed lamps out. Band Office, Boys Locker Room: 7: Lamp missing cover. Custodian Room: 7: Lamp out. C-11 Classroom: 7: Loose lamp cover. North E Roof Access / Electrical: 7: Missing box cover. E-04 Classroom, E-05 Classroom, E-09 Classroom, R-04 Classroom: 7: Missing lamp cover. Boys Coaches Restroom, Coaches Restroom: 7: Recessed lamp out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	C Conference Room: 10: Extension around teachers desk. Electrical Room: 10: IT equipment blocking access. Gym Electrical Room: 10: Room used as ladder storage. C-04 Classroom: 10: String lights in classroom. R-02 Classroom: 10: Wall covered with lose papers.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	C-05 Classroom: 14: Outdoor patio floor uneven trip hazard. Custodial Office / Storage: 15: Door sticking.

SCHOOL FACILITIES

Medea Creek Middle School provides a safe, clean environment for students, staff, and volunteers. The school was built in 1993, spans 73,000 square feet, and sits on 10 acres. School facilities include a library, a multipurpose room, two computer labs, basketball courts, and grass fields. In 2015, new roofing and new HVAC units were installed in certain buildings on campus. In the last 7 years, MCMS has upgraded campus lighting, installed new asphalt blacktops and parking lots, installed new drinking fountains, upgraded fire alarm systems, put in HVAC system in the gymnasium, repaired fields, and installed new walkways and railing around the campus. During the 2021-22 year, MCMS added six new classrooms at Medea Creek Middle School made of recycled sea containers which offer open and bright learning spaces. This project is aligned with the philosophy of OPUSD and the commitment to preservation limiting the human footprint. Continued improvement is slated throughout the campus including outdoor performance and classroom spaces.

Cleaning Process

Three full time custodians ensure classrooms, restrooms, and campus grounds are kept clean, safe, and attractive. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order to provide a clean and safe environment for all members of the school community.

Maintenance and Repair

Oak Park Unified School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. At the time this report was published, 100 percent of restrooms on campus were in good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS

A public hearing was held on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6-8th / Course: English Language Arts / Publisher: Prentice Hall / Adoption: 2002	Yes	0
Mathematics	Grades: 6th / Course: Mathematics / Publisher: CMP 3 / Adoption: 2018	Yes	0
	Grades: 7-8th / Course: Mathematics / Publisher: CPM / Adoption: 2018	Yes	0
History / Social Science	Grades: 6-8th / Course: History/Social Science / Publisher: McGraw Hill / Adoption: 2018	Yes	0
Science	Grades: 6-8th / Course: Science / Publisher: Stemsopes / Adoption: 2018	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 7th / Course: Health / Publisher: Glencoe / Adoption: 2003	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	81	81	47
Mathematics (Grades 3-8 and 11)	70	71	33
Science (Grades 5, 8, and 10)	71	69	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,021	996	97.55	2.45	80.52
Male	502	489	97.41	2.59	77.71
Female	516	504	97.67	2.33	83.13
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	299	293	97.99	2.01	88.40
Black or African American	13	13	100.00	0.00	38.46
Filipino	21	21	100.00	0.00	71.43
Hispanic or Latino	109	107	98.17	1.83	71.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	493	477	96.75	3.25	77.99
Two or More Races	81	80	98.77	1.23	87.50
EL Students	25	22	88.00	12.00	36.36
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.44	1.56	66.67
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	74	72	97.30	2.70	29.17

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	1,021	1,000	97.94	2.06	69.50
Male	502	492	98.01	1.99	70.12
Female	516	505	97.87	2.13	68.71
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	299	293	97.99	2.01	85.32
Black or African American	13	13	100.00	0.00	30.77
Filipino	21	21	100.00	0.00	61.90
Hispanic or Latino	109	107	98.17	1.83	55.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	493	481	97.57	2.43	63.20
Two or More Races	81	80	98.77	1.23	77.50
EL Students	25	23	92.00	8.00	26.09
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	126	98.44	1.56	58.73
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	74	73	98.65	1.35	24.66

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	350	343	98.00	2.00	71.14
Male	168	165	98.21	1.79	70.91
Female	179	175	97.77	2.23	71.43
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	103	103	100.00	0.00	81.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	174	170	97.70	2.30	65.29
Two or More Races	26	24	92.31	7.69	79.17
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	40	97.56	2.44	62.50
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	29.41

OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	97	98	98	98	98

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	1,087	1,049	73	7
Female	561	538	35	6.5
Male	523	508	38	7.5
Non-Binary				
American Indian or Alaska Native	1	1	1	100
Asian	319	305	8	2.6
Black or African American	14	13	1	7.7
Filipino	22	22	1	4.5
Hispanic or Latino	117	115	18	15.7
Native Hawaiian or Pacific Islander	4	4	1	25
White	526	508	36	7.1
Two or More Races	84	81	7	8.6
EL Students	42	41	6	14.6
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	137	135	18	13.3
Migrant Education	0	0	0	0
Students with Disabilities	95	94	20	21.3

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Medea Creek Middle School greatly benefits from its supportive parents who are highly involved in their students' academic success, working in partnership with the school. The school has a strong base of parent volunteers who implement many support and co-curricular activities, fundraising, campus beautification, and supplement curricular materials. Parents are also welcome to join the Parent Faculty Association (PFA) or School Site Council or may serve on a variety of district committees. The school also benefits from several community partnerships, including the Oak Park Education Foundation and local businesses. The school also sponsors community service events and activities including Abilities Awareness Week, Fall Ball, Cyber Bullying Awareness, and Big Sunday, Day of Service.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of Oak Park Unified School District schools. The school welcomes visitors, but asks all visitors to sign in through our Raptor Visitor Management System in the office, wear a visitors badge while on campus, to be respectful of the learning process and to minimize classroom disruptions. During lunch, and before and after school, campus supervisors, teachers and administrators supervise students and monitor school grounds. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following: child abuse reporting procedures; teacher notification of dangerous pupil procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies.

The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

School staff and School Site Council members evaluate the plan annually and update the plan as needed. The plan is updated and submitted for Board approval annually in the Spring and reviewed with school staff at the beginning of each school year and throughout the school year. The plan was last reviewed in August 2022. Review of the school safety plan is an ongoing process. A copy of the plan is available for public review at the school.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.91	0	0.83	0	0	0
District	0.8	0.11	0.56	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.83	0
Female	0.18	0
Male	1.53	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0.94	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.71	0
Native Hawaiian or Pacific Islander	0	0
White	0.76	0
Two or More Races	0	0
EL Students	4.76	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	1.46	0
Migrant Education	0	0
Students with Disabilities	3.16	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

PROFESSIONAL DEVELOPMENT

All training and curriculum development at Oak Park Unified School District revolves around providing the best education for all students. Teachers align classroom curriculum to the Common Core Standards to ensure that all students either meet or exceed State proficiency levels. The District Curriculum Council, comprised of teachers, parents, administrators, and members of the Board of Education, determines curriculum and staff development policies.

Recent topics of focus for professional development have included: - Digital Citizenship, Environmental Literacy, Inquiry Based Instruction, Mathematical Mindsets, Co-Teaching Mathematics, Reading and Writing Workshop, NGSS Instruction, Distance Learning, Alternative forms of Assessment, Social-Emotional Learning, Diversity and Equity.

Oak Park Unified School District offers three staff development days annually when teachers may participate in a variety of activities to increase their professional knowledge and skills.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	341.33

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

COUNSELING AND SUPPORT SERVICES

It is the goal of Medea Creek Middle School to assist students in their social and personal development, as well as academics. The entire staff provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

In 2022, Medea Creek added our Wellness Program to our counseling support. Our goal is to provide preventative interventions and reduce risk factors that negatively affect our students mental health; improve access to school and community based resources and services; provide safe and supportive environments where students can discuss concerns and needs in a confidential, nonjudgmental space.

Oak Park Unified is a Challenge Success district which keeps the social and emotional health of students as a priority. Our skilled counseling and support staff work collaboratively to ensure the students' well being is as nurtured as their academic needs.

Medea Creek Middle School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The educational program is structured so that all students receive instruction appropriate to their learning level. The goal of every member of the school community is to educate, nurture, and assist the whole child. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Medea Creek Middle School continues to offer differentiated instruction to meet specific student needs. Providing a level of instruction geared to each student's needs ensures all students are allowed the opportunity to reach their full potential.

Oak Park Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students recognized as capable of high levels of achievement.

Portfolios of student work, test results, interviews, and parent and teacher surveys are reviewed by the school GATE Identification Team to identify GATE students and monitor their progress through their school career. GATE students are clustered by grade level and receive differentiated instruction in the regular classroom.

Medea Creek Middle School offers assistance and specialized instruction to students with special needs. Research-based programs provide assistance to students falling below grade level. Student Study Teams develop and evaluate learning plans for students identified as needing additional assistance to achieve grade level proficiency. Learning Centers, reading and math intervention classes, fluid grouping in Language Arts and Math are some of the ways Medea Creek Middle School works to reach these students and help them meet grade level standards.

Students whose primary language is not English and who have limited English proficiency are offered English Language Development (ELD) in the regular classroom setting. An instructional aide works with classroom teachers to provide support, and additional assistance may be offered through pull-out sessions depending on a student's level of English acquisition. The district utilizes Rosetta Stone, a computer-based ELD program, to help students build their skills in English.

Oak Park Unified School District offers a very progressive program for its Special Education students. A district inclusion specialist works with administrators and teachers at each school to implement programs that keep students with disabilities in the regular classroom and at their neighborhood school to the fullest extent possible.

The district is proud of its ability to provide Special Education students the assistance they need, working with instructional aides, resource specialists, and classroom teachers, to fully participate in the school community. Extensive, ongoing staff training is the cornerstone of this program. In addition, services from the district are supplemented by the shared resources of the Ventura County Special Education Local Planning Area (SELPA) which coordinates with several area agencies and school districts to provide resources and information pertaining to Special Education.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
6th	29	29	29	16	10	9	46	50	47	19	12	11
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	28	27	28	2	3	4	18	22	21	5	2	1
Mathematics	28	26	27	5	4	9	17	21	16	5	2	2
Science	30	29	28	1		4	16	21	21	7	3	1
Social Science	30	29	28	1	1	2	18	20	22	5	3	

DISTRICT REVENUE SOURCES

In addition to general state funding, Oak Park Unified School District received state and federal funding for the following categorical, special education and support programs:

- Federal ESEA
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco Education
- Gifted and Talented Education (GATE) Funding
- School Improvement Program
- Economic Impact Aid

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,525
School: From Supplemental/Restricted Sources	\$ 3,559
School: From Basic/Unrestricted Sources	\$ 7,744
District: From Basic/Unrestricted Sources	\$ 10,069
Percentage of Variation between School & District	-23.09 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	17.44 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 51,659	\$ 48,503
Mid-Range Teachers	\$ 81,698	\$ 74,912
Highest Teachers	\$ 112,845	\$ 100,321
Elementary School Principals	\$ 128,472	\$ 122,160
Middle School Principals	\$ 130,506	\$ 127,632
High School Principals	\$ 152,869	\$ 137,578
Superintendent	\$ 237,700	\$ 198,665
Teacher Salaries	40 %	31 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 89,529
District	\$ 90,257
Percentage of Variation between School & District	-0.81 %
All Similar School Districts	\$ 79,175
Percentage of Variation between School & State	13.08 %