

MUPU ELEMENTARY SCHOOL

Mupu Elementary School District



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-8

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Jeanine Gore
Superintendent/Principal

Principal's Message

Mupu Elementary School holds a special place in the hearts of those who have learned, taught, and grown within its protective, nurturing, and academically rigorous environment. It is not unusual for adults to return to Mupu—to revisit this place that played such a critical role in the foundation of their lives and to bring their own children to experience the same wonderful learning experience that they had. Mupu is one of the best places we can imagine for children to learn and grow. Students from all walks of life come to our school, which is nestled in the Santa Paula Canyon north of the City of Santa Paula. In their time here, our students will participate in a rigorous academic program that encompasses all subject areas, will learn to think critically and solve problems, and learn what it means to be a person of strong character. We are preparing our students to be successful citizens of the 21st Century. Mupu is the first leg of their lifelong learning journey.

Parental Involvement

If you want to be an active participant in your child's education, Mupu is the school for you. Parents are an important part of our learning community. Parent involvement isn't just about helping in the classroom. It's about staying informed about how your children are doing and supporting your children's learning efforts. The teachers at Mupu help you stay involved. They send home weekly progress reports and information about what the children are learning. They share ways to help your children be successful. The teachers hold information evenings during which parents learn about the educational program and how we can work together to provide the best for their children. All Mupu teachers have email accounts and communicate with many parents via email. This has become a great way for parents to stay involved and informed.

For parents who can lend an extra hand, we have a volunteer program in which parents can sign up to help in the classroom, with field trips, in the library, in the play area, and in subject areas where they have some expertise. We have a wonderful parent support group, called the Mupu Community Club, in which parents provide support through fundraising activities. The Mupu Community Club is a great way for the parent community to work as a team to help the school. It's also a wonderful way to meet the other families in the school.

Mupu School has a School Site Council which is comprised of parents, teachers, staff, and the principal. This group provides guidance to the school in its continuous improvement efforts by setting schoolwide improvement goals and maintaining the School Plan. The School Plan is the guiding document that outlines the school's mission, learning goals, and improvement plans.

You'll like being a parent in the Mupu learning community! Call and find out how you can become an involved parent! For more information on how to become involved, contact Jeanine Gore, Principal, at (805) 525-6111.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



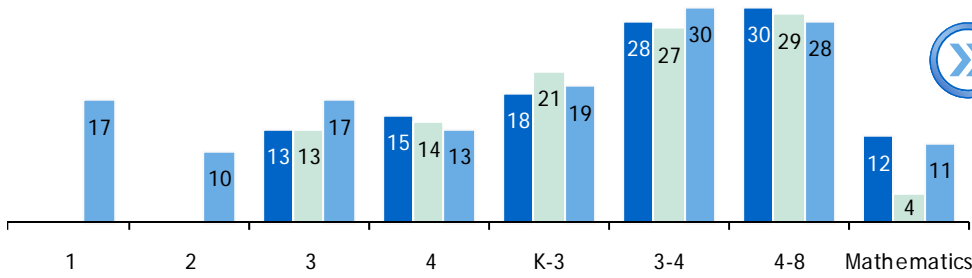
Mission Statement

Our mission is to ensure that all students achieve academic excellence. All members of our learning community are committed to providing a safe and nurturing environment that fosters academic achievement, personal growth, social responsibility, and proficiency in technology.

We Believe Our Motto

Academic Excellence in a Unique and Nurturing Setting—is an excellent descriptor of our school. We strive for academic excellence in a learning community that is comprised of competent and caring professionals. Our small school setting is truly unique. Come visit!





Class Size

The bar graph displays the three-year data for average class size.

■ 06-07 □ 07-08 ■ 08-09

Class Size Distribution – Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
1							1		
2							1		
3	1			1			1		
4	1			1			1		
K-3	2			1	1		2		
3-4		1			1			1	
4-8		2			2			2	1

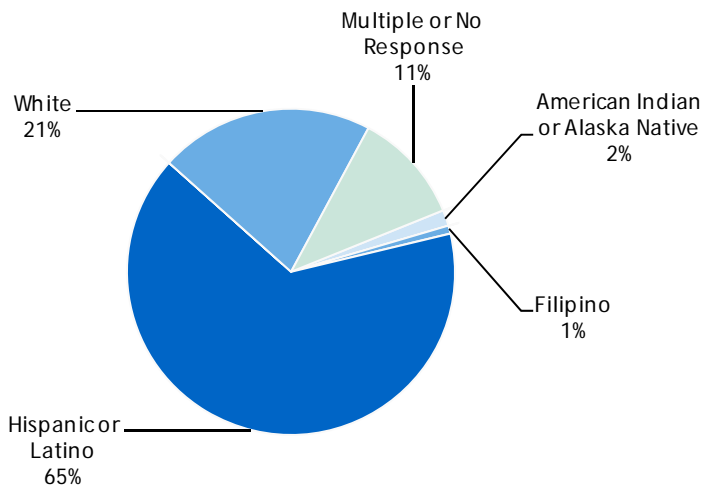
Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
Mathematics	1			1			1		



"We are preparing our students to be successful citizens of the 21st Century. Mupu is the first leg of their lifelong learning journey."

Enrollment and Demographics

The total enrollment at the school was 127 students for the 2008-09 school year.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton-Mifflin <i>Legacy of Literacy</i> (K-6)	2002
English-Language Arts	Holt, Prentice Hall <i>Literature Language Arts</i> and <i>Timeless Voices</i> (7-8)	2002
Mathematics	<i>California HSP Math</i> , Houghton-Mifflin Publishers, 2009	2009
Mathematics	Holt, <i>Course 2: Pre-Algebra & Algebra</i> , 2008	2009
Science	Delta <i>Full Option Science System</i> (K-5)	2007
Science	Pearson-Prentice Hall <i>Focus on Life, Earth, Physical</i> (6-8)	2008
History-Social Science	Scott Foresman (K-5)	2006
History-Social Science	Teachers' Curriculum Institute <i>History Alive!</i> (6-8)	2006

Note: This data was most recently collected and verified on September 16, 2009.

Professional Development

The Professional Development Program is guided by the annual improvement goals (which are based on student assessment data) developed by the teachers and the School Site Council (SSC) and contained in the Local Educational Agency Plan (LEAP). The primary focus of the Professional Development Program has been to improve student learning in the Standards-based educational system. To improve student achievement, teachers have been trained in research-based instructional strategies that develop student understanding; in specific subject matter areas such as mathematics, language arts, science, technology, and social studies; in Standards-based planning, instruction, and assessment; and in effective classroom management. In addition, teachers are trained in making data-driven instructional decisions. Secondarily, all staff members are trained in disaster preparedness and school safety.

Professional development occurs in five ways:

- All teachers attend monthly site meetings in which they analyze schoolwide assessment data and make instructional decisions based on this data; teachers discuss and decide on the use of instructional strategies that will improve student achievement; and teachers collaborate on things such as scoring assessments.
- All teachers participate in on-site collaboration meetings during which they plan instruction and refine delivery of instruction strategies.
- All teachers attend a series of off-site, after-hours professional development workshops entitled *Teams for Success* offered by the Ventura County Superintendent of Schools Office. This series is coordinated with and correlated to an administrators' series which the principal attends entitled *Ventura Institute for Principals*. Both series focus on research-supported practices that ensure that ALL children learn grade-level, Standards-aligned content.
- Teachers are encouraged and at least 75% participate in off-site professional development in the subject matter areas—with a focus on implementing the adopted curriculum. Most of these opportunities occur in the summer and last from one to three weeks, with follow-up workshops throughout the school year.
- Throughout the year, teachers are approved to attend additional workshops or conferences if they support the school's professional development goals or the teacher's individual professional development needs.

Textbooks and Instructional Materials

Our textbooks are adopted from the most recent State-approved list and are consistent with the content and cycles of the curriculum frameworks, adopted by the State Board of Education (SBE). All students have Standards-aligned textbooks and instructional materials to use at school and at home.

Textbooks are selected after teacher review and input from other school districts in Ventura County. Because of Mupu's small size, textbook companies do not offer their programs for piloting in the district. However, local school districts share their piloting information, and we use this information as we are reviewing textbooks. After review, the governing board either formally adopts the recommended programs or asks the review committee to conduct further review.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	◇
◇ Not applicable.	

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School Safety

Mupu is a safe school, using its Comprehensive School Safety Plan to guide safe school practices. If a school is not a safe place to be, students will not be able to focus on learning.

The goal of the School Safety Plan is to “provide all students a safe, peaceful, and nurturing environment, which will enable them to be serious and lifelong learners.” The School Safety Plan is comprised of four components. The School Site Council (SSC) sets goals for each component and evaluates the effectiveness of the Plan based on progress toward meeting the goals. In addition to the four components, the Plan contains a disaster preparedness section based on the Standardized Emergency Management System (SEMS).

The four components that comprise the School Safety Plan are:

Personal Characteristics of Students and Staff: The goal is to provide a learning environment in which all students and staff are treated with friendliness, concern, and respect and are made to feel accepted and welcome.

The School’s Physical Environment: The goal is to provide a physical environment that is safe, conducive to learning, and free from dangerous people, activities, and structures.

The School’s Social Environment: The goal is to make all students and parents an integral part of the school’s social and educational environment.

The School’s Culture: The goal is to maintain a high level of academic achievement, kindness toward others, and the feeling that every member of the community is important.

The disaster preparedness component of the Safety Plan provides critical information and guidance in the event of an emergency. Each staff member is assigned a role in the Incident Command System and is trained to carry out those duties.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2009.

Suspensions and Expulsions

Suspension and Expulsion Rates

	Mupu ES			Mupu ESD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.008	0.024	0.008	0.008	0.024	0.008
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

Types of Services Funded

In addition to the basic educational program, the school also offers the following services and/or programs:

- Resource Specialist Program, which provides Individualized Educational Programs for special needs students
- Response to Intervention (RtI), which provides intervention or acceleration for students
- Class Size Reduction in Grades K-3
- After-School Intervention Program, which provides intervention for students who are not achieving grade level proficiency
- School-Based Coordinated Programs (which include School Improvement, Economic Impact Aid, State Compensatory Education), which allow us to consolidate resources to ensure cohesive support to all students
- Title II, which supplements our support for Teacher Quality and Technology
- Title III, which supplements our support for English Learners
- Professional Learning Community model of professional development in which teachers collaborate on a regular basis, using student achievement data and educational research to improve the instructional program and improve individual student achievement.

Professional Development

Continued from page 3

New teachers participate in the Beginning Teacher Support and Assessment (BTSA) Program through the Ventura County Superintendent of Schools Office. This program is based on the California Standards for the Teaching Profession and the California Content Standards.

Classified staff members (maintenance, clerical, administrative, and instructional aides) participate in workshops and conferences to support their areas of responsibility.

The principal supports implementation by observing regularly in classrooms and providing constructive feedback and by leading and/or participating in collaboration meetings.

For the previous three school years, we had three days each year dedicated to staff and professional development.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs <u>Repair Needed and Action Taken or Planned:</u> Roofs are not leaking but are in need of being re-roofed. Submitted Extreme Hardship application & expect to begin work summer 2010. Anticipated date of completion, August 2010.			✓	
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on September 30, 2009, and the inspection form was most recently completed on September 30, 2009.

School Facilities

The school facilities at Mupu School are kept in good repair and condition, with an effort toward preserving its "old schoolhouse" look and feel. As needed, modifications have been made for earthquake safety. The school site is fenced on all sides, with two gated front entrances to the school.

Students are safe on the school grounds. They are supervised at all times during the school day and are monitored as they enter and exit the facility. Visitors must check in at the front office, which is located by the gated entrance. The school secretary monitors the front entrance.

Classrooms, restrooms, kitchen, and office areas are kept clean and orderly on a daily basis. One custodian takes care of the grounds and the school's ten rooms and seven restrooms. They are inspected on an annual basis by the Ventura County Self-Funding Authority to ensure that students and staff learn and work in safe and orderly environments. They are inspected by the custodian regularly on an informal basis, and annually on a formal basis.

The buildings range in age from the oldest building, built in 1931, to the most current portable, installed in 2001. There are three buildings and three portable buildings on the site. The 1931 building—which houses classrooms for grades K, 1, 5, and 6, the kitchen, and restrooms—was remodeled in 1986 to meet earthquake and disaster safety standards. Our next oldest building—the 1951 building—houses grades 1 and 2 and restrooms. It, too, has been modified to meet earthquake and disaster safety standards. A library, school office, and classrooms for grades 3 and 4 were built in 1987.

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School Facilities

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The portable buildings were brought to the site in 1978, 1995, and 2001. All buildings are equipped with heating and air conditioning. All restroom facilities are clean and in good repair. Plumbing problems are addressed within 24 hours. The roofs of all the school buildings were inspected and repaired as needed during school year 2003-2004.

Every year the school conducts a playground and facilities safety audit by a certified inspector. We have complied with all requirements of the audit. Many outdated play structures have been removed over the last few years in order to comply with playground safety requirements. The inspection reports are available upon request.

The Mupu Elementary School District has applied for modernization and extreme hardship funds for the following projects:

- New fire alarm/electrical (Deferred Maintenance/Extreme Hardship Funds)
- New roofs (Deferred Maintenance/Extreme Hardship Funds)
- New wall systems (Deferred Maintenance/Extreme Hardship Funds)
- New lunch area and remodeled restrooms (Modernization Funds)

We anticipate that at least one of the above projects will be completed in Summer 2010.

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 2009-10 school year, the District budgeted \$9,896 for the Deferred Maintenance Program. This represents 1.02% of the District's general fund budget.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

"We have a wonderful parent support group, called the Mupu Community Club, in which parents provide support through fundraising activities."



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tq/nr/.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Mupu ES			Mupu ESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	43%	52%	56%	43%	52%	56%	43%	46%	50%
Mathematics	51%	54%	60%	51%	54%	60%	40%	43%	46%
Science	21%	24%	36%	21%	24%	36%	38%	46%	50%
History-Social Science	19%	❖	43%	19%	❖	43%	33%	36%	41%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	41%	46%	55%	❖
Female	67%	70%	24%	❖
Economically Disadvantaged	49%	55%	36%	❖
English Learners	21%	57%	❖	❖
Students with Disabilities	45%	27%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	55%	58%	32%	❖
Pacific Islander	❖	❖	❖	❖
White	62%	75%	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	7 *	6 *	6 *
Similar Schools API Rank	*	*	*

* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	-15	18	7	792*
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	-1	17	7	785
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	■	■	■	■
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

■ Data are reported only for numerically significant groups.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Mupu ES		Mupu ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Mupu ES	Mupu ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement	0	
Percent of Schools Identified for Program Improvement	0.0%	

✧ Not applicable.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

Grade 5	
Four of Six Standards	7.1%
Five of Six Standards	42.9%
Six of Six Standards	50.0%
Grade 7	
Four of Six Standards	0.0%
Five of Six Standards	27.3%
Six of Six Standards	54.5%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Mupu ESD	Mupu ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	8	7	8	8
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Mupu ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Mupu ES	92.9%	7.1%
All Schools in District	92.9%	7.1%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	0.0
Other	0.0

District Financial Data

District Salary Data		
Category	Mupu ESD	Similar Sized District
Beginning Teacher Salary	\$35,426	\$38,481
Mid-Range Teacher Salary	\$61,294	\$55,789
Highest Teacher Salary	\$69,998	\$70,849
Average Principal Salary	✱	\$88,862
Superintendent Salary	\$90,368	\$110,994
Teacher Salaries – Percent of Budget	44.9%	37.2%
Administrative Salaries – Percent of Budget	7.1%	6.6%

✱ The Principal and Superintendent are combined as one position for Mupu ESD.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Mupu ES
Total Expenditures Per Pupil	\$7,124
Expenditures Per Pupil From Restricted Sources	\$1,479
Expenditures Per Pupil From Unrestricted Sources	\$5,645
Average Teacher Salary	\$60,020

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Mupu ES	\$5,645	\$60,020
Mupu ESD	\$5,645	\$60,020
California	\$5,512	\$56,284
School and District – Percent Difference	◆	◆
School and California – Percent Difference	+2.4%	+6.2%

◆ Because Mupu ESD is a single-site district, the percent difference does not apply.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2009.