



# Henry P. Mohr Elementary School

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Pleasanton Unified School District

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[www.pleasantonusd.net](http://www.pleasantonusd.net)

#### District Governing Board

Joan Laursen, President  
Mark Miller, Vice President  
Valerie Arkin, Member  
Jamie Hintzke, Member  
Steve Maher, Member

#### District Administration

Micaela Ochoa  
Interim Superintendent  
Micaela Ochoa  
Deputy Superintendent,  
Business Services  
Odie J. Douglas, Ed.D  
Assistant Superintendent,  
Educational Services  
Dianne Howell  
Assistant Superintendent,  
Human Resources

### Principal's Message

Henry P. Mohr Elementary School is committed to fostering growth and educating the whole child for the 21st century. We believe that in order to compete in a globally diverse and dynamic environment, students at Mohr require 21st century skills to adapt and change with the demands of the world around us. Since our school opened in 1997, the staff, students, and community continue to realize the unique opportunity to develop an innovative school that would promote exceptional learning for all students. Located in the northeastern region of Pleasanton the school has an enrollment of approximately 600 students in transitional kindergarten through fifth grade. The staff consists of 25 certificated teachers, 11 specialists, 2 aides, and 12 additional support staff members. Most students attending the school come from families established in the surrounding neighborhood. 22.8% of the student population are English Learners. The ethnic makeup of the student population is 71.52% Asian, 18.93% White, 5.1% Hispanic, and 3.85% of other ethnicities. Approximately 9.7% are students in Special Education and 5.7% of the students are Socio-economically disadvantaged. The school has a diverse cultural and ethnic make-up. Mohr is a culturally diverse school. Over 22 languages are listed as the primary language of our students. We are successful at providing comfortable and efficient transition into English for our students, while encouraging them to maintain their proficiency in their primary language. Our school is home to many enrichment opportunities for students including after school Science Club, Math Club, Eagle TV Club, Running Club, Coding Club, and Chess Club. We believe in the Arts and offer many opportunities for students to create and design. Parent volunteerism is extremely strong at Mohr. Thousands of hours of volunteerism are annually provided to the students of our school. This has helped Mohr school rise to the top 1% of California schools on the Academic Performance Index. Together, our students, staff, and families come together, committed to our permanent goal; to see every child soar educationally and as citizens of good character in our world.

Mohr features a strong commitment to character building in our community of learners. Our staff regularly collaborates and explores innovative instructional methods that make challenging material accessible to all students. We continue to develop and build upon partnerships with our parent community with 61% of parents as members of the PTA. The primary theme at Mohr includes maintaining a growth versus fixed mindset with a focus on communication, collaboration creativity, and innovation. Now in its 19th year, Mohr has been recognized four times as a California Distinguished School (2000, 2004, 2010, and 2013), and has received Honorable Mention for Excellence from the California Department of Education (1998 and 2007). These recognitions all come from our commitment to innovative teaching practices, teacher training, and specialized programs that we offer at Mohr. At Mohr we are building community, character, and creativity. We believe that this begins by fostering an educational environment built upon relationships. Connecting with families, understanding culture, and embracing diversity helps us promote this foundational value. Our dedicated staff pursues innovative strategies that actively engage students in the learning process. This year we will continue to focus on implementation of Common Core Curriculum by embracing Balanced Literacy, Writer's Workshop, and Eureka (Engage New York) math and developing new strategies for mastering these topics. The overall school theme is Mohr Kindness with an emphasis on the three school rules Be Responsible, Be Respectful, and Be Safe.

We are a S.T.E.A.M. school placing an emphasis on Science, Technology, Engineering, Arts, and Math. In the area of Science the school offers weekly science "hands-on" lab opportunities, Science Fair, Sandia Science Night, and our Garden Club. We emphasize the use of technology in a variety of ways with a focus on the blended learning model. Our new Chromebooks, Computer Lab, and iPads have strengthened student's technology skills and enabled them to be not just consumers -but creators of technology. In order to meet the needs of all students, Mohr teachers continue to spend countless hours on staff development trainings to support student learning and foster creativity, innovation, and collaboration. With the help of our district Technology Coach, teachers have received amazing support that is seen in the creative work that the students produce. This year our focus is on digital lesson planning. We have found great success with the Project Lead the Way (PLTW) Launch program that integrates Engineering, Science, and Math skills with an emphasis on the Engineering Design process. All students have had exposure to Coding during the "Hour of Code" and many participate in 4th/5th grade Coding Club. Students consistently are working with the arts through regular opportunities to integrate curriculum and art, as well as, our band program offered to all fifth grade students. Additionally, we offer "Improv" classes twice per year in every classroom. The transition to Eureka math continues as students learn how to express their thinking and find multiple ways to solve problems and share their thinking.

### Mission Statement

Our vision at Henry P. Mohr Elementary is to inspire students, colleagues, and our community to be citizens of the world. We become change agents through our deep commitment to lead with cutting-edge research, active teacher collaboration, and emphasizing the power of personal connections. We create possibilities for our students through activities that peak their capabilities. We influence, direct, guide, and nurture the unfolding of their future and ours in a safe and caring environment that fosters inquiry and reflection.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	96
Grade 2	99
Grade 3	100
Grade 4	98
Grade 5	128
<b>Total Enrollment</b>	<b>621</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0
Asian	68.8
Filipino	2.3
Hispanic or Latino	4.2
Native Hawaiian or Pacific Islander	0.3
White	20.8
Two or More Races	2.3
Socioeconomically Disadvantaged	5.8
English Learners	22.7
Students with Disabilities	8.7
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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 Credentials			
Henry P. Mohr Elementary School	14-15	15-16	16-17
With Full Credential	30		
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Pleasanton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Henry P. Mohr Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.4	0.6

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

### Instructional Materials

All textbooks used in the core curriculum at Henry P. Mohr Elementary School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 13, 2015, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2015-2016.05, which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: November 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2003 Houghton Mifflin, California Reading The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison WesleyHistory-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

## School Facility Conditions and Planned Improvements (Most Recent Year)

### School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Henry P. Mohr Elementary School's original facilities were built in 1996; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Henry P. Mohr Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### Deferred Maintenance

Henry P. Mohr Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

### Facilities Inspection

The district's maintenance department inspects Henry P. Mohr Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Henry P. Mohr Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, September 24, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 22, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Installation of back fence.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

### B. Pupil Outcomes

#### State Priority: Pupil Achievement

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	85	84	80	80	44	48
Math	83	85	73	76	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	90	90	92	88	86	86	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.2	34.1	31

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	134	130	97.0	92.3
Male	76	75	98.7	96.0
Female	58	55	94.8	87.3
Asian	91	89	97.8	97.8
White	31	29	93.6	89.7
Students with Disabilities	11	11	100.0	72.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	100	97.1	75.0
	4	91	90	98.9	84.4
	5	134	132	98.5	89.4
Male	3	54	52	96.3	67.3
	4	45	44	97.8	88.6
	5	76	76	100.0	92.1
Female	3	49	48	98.0	83.3
	4	46	46	100.0	80.4
	5	58	56	96.5	85.7
Asian	3	79	76	96.2	82.9
	4	67	66	98.5	89.4
	5	91	90	98.9	93.3

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	11	11	100.0	63.6
	4	15	15	100.0	93.3
	5	31	30	96.8	86.7
English Learners	3	17	14	82.3	42.9
	4	11	10	90.9	40.0
Students with Disabilities	5	11	11	100.0	45.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	103	100.0	83.5
	4	91	90	98.9	85.6
	5	134	131	97.8	84.7
Male	3	54	54	100.0	83.3
	4	45	44	97.8	88.6
	5	76	75	98.7	86.7
Female	3	49	49	100.0	83.7
	4	46	46	100.0	82.6
	5	58	56	96.5	82.1
Asian	3	79	79	100.0	91.1
	4	67	66	98.5	93.9
	5	91	89	97.8	92.1
White	3	11	11	100.0	72.7
	4	15	15	100.0	80.0
	5	31	30	96.8	73.3
English Learners	3	17	17	100.0	58.8
	4	11	10	90.9	50.0
Students with Disabilities	5	11	11	100.0	54.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parent Involvement: Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through the school marquee, school eNewsletter, Principal Newsletter, eConnection, Coffee with the Principal, and the school website.

OPPORTUNITIES to VOLUNTEER: PTA Events, Chaperone for field trips, Classroom Helpers, Office Support, Fundraising Activities, and Sound Partners

COMMITTEES: English Learner Advisory Council, Parent Teacher Association, School Site Council, and Technology Committee

SCHOOL ACTIVITIES: Back to School Night, Student Performances, Walk-to-School Day, Bingo Night, Ice Cream Social, Garba Event, Fall Fun Fair, Read Across America Day, Art Show, Science Fair, Sandia Night, Walk-Thru Registration, Coding Club, Chess Club, Math Club, Running Club, Field Day, Open House

### State Priority: 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 Plan

The Comprehensive School Site Safety Plan was developed for Henry P. Mohr Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.4	0.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.7	1.5
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## D. 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0



**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.60
Psychologist	0.40
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.50
Resource Specialist	1.0
Other	0.38

**Average Number of Students per Staff Member**

Academic Counselor	0
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\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	28	28	28				3	3	3	1	1	1
1	24	25	25				3	4	4			
2	30	24	24				3	4	4			
3	28	24	24				5	4	4			
4	32	33	33				4	1	1		3	3
5	33	33	33							4	4	4
Other	24						1					

**Professional Development provided for Teachers**

**Staff Development**

All training and curriculum development activities at Henry P. Mohr Elementary School revolve around the Common Core State Standards. During the 2015-16 school year, Henry P. Mohr Elementary School held staff development devoted to:

S.T.E.A.M. Training (Science "Hands-on" Classes, Common Core State Standards (Eureka Math). Reading & Writing Project, Columbia, Project Lead the Way, Technology Training - Blended Learning, iPad, CUE conference, IntegratED Conference - Improving Education with Technology, GAFE (Google Apps for Education) Summit, School Climate and Mindfulness, Mike Mattos, Response to Intervention, STEM Conference, YouCubed @ Stanford Center Growth Mindset for Math, and NGTM Conference.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Henry P. Mohr Elementary School supports ongoing professional growth throughout the year on weekly late start days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Henry P. Mohr Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional coaches provide targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,327	\$44,958
Mid-Range Teacher Salary	\$83,191	\$70,581
Highest Teacher Salary	\$101,990	\$91,469
Average Principal Salary (ES)	\$125,046	\$113,994
Average Principal Salary (MS)	\$140,150	\$120,075
Average Principal Salary (HS)	\$143,733	\$130,249
Superintendent Salary	\$228,321	\$218,315
Percent of District Budget		
Teacher Salaries	48%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

FY15-16

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Educator Effectiveness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I
- Title II
- Title III
- Vocational Programs

### 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 and the county. 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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,465	\$274	\$6191	\$100,283
District	♦	♦	\$5,749	\$89,522
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			7.7	17.2
Percent Difference: School Site/ State			15.8	40.2

\* Cells with ♦ do not require data.