



# Henry P. Mohr Elementary School

3300 Dennis Drive • Pleasanton, CA 94588 • PH: (925) 426-4256 FAX: (925) 484-9430 • Grades K-5

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<http://mohr.pleasantonusd.net>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### **Pleasanton Unified School District**

4665 Bernal Ave.

Pleasanton, CA 94566-7498

(925) 462-5500

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

### District Governing Board

Jamie Hintzke, President

Mark Miller, Vice President

Valerie Arkin, Member

Joan Laursen, Member

Chris Grant, Member

### District Administration

Jim Hansen, Interim Superintendent  
**Superintendent**

Luz T. Cazares

**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 619 students in transitional kindergarten through fifth grade. The staff consists of 25 certificated teachers, 11 specialists, 3 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 71.2% Asian, 20.4% White, 4.2% Hispanic, and 4.2% 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 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 18th 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.

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, Math, and Coding 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.

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.

We are a S.T.E.A.M. school placing an emphasis on Science, Technology, Engineering, Arts, Math.

- Science: Science Fair, Science "Hands-on Lab", Garden Club, Science Olympiad Club
- Technology: 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.
- Engineering: Our students experience exposure to the design process through PLTW (Project Lead the Way) Launch program. All students have had exposure to Coding during the "Hour of Code" and many participate in 4th/5th grade Coding Club.
- Arts: Students participate in regular classes integrating curriculum and the arts. Improve expert provides classes twice per year.
- Math: 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 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 at PH: (925) 426-4256 FAX: (925) 484-9430 or the district office.

**2014-15 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	108
Grade 1	98
Grade 2	96
Grade 3	97
Grade 4	131
Grade 5	132
<b>Total Enrollment</b>	<b>662</b>

**2014-15 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	66.3
Filipino	1.4
Hispanic or Latino	5.1
Native Hawaiian or Pacific Islander	0.3
White	22.8
Two or More Races	2.6
Socioeconomically Disadvantaged	4.5
English Learners	18.4
Students with Disabilities	8.9

## 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	13-14	14-15	15-16
With Full Credential	31	30	
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	653
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Henry P. Mohr Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2014-15 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	99.1	0.9
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.1	0.9

\* 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 2015-16)

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, November 18, 2014, 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 2014-2015.08, 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 2014-15 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 2014

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)

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
- Grounds keeping
- 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 2014-15, 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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	85	80	44
Math	83	72	33

\* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	96	90	90	87	88	86	59	60	56

\* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.30	29.00	38.20

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	90
Male	87
Female	91
Black or African American	--
Asian	93
Filipino	--
Hispanic or Latino	--
White	84
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

\* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	99	99.0	6	11	28	55
	4	133	132	99.2	8	10	23	59
	5	133	131	98.5	1	11	30	58
Male	3		47	47.0	6	15	30	49
	4		78	58.6	3	12	23	63
	5		58	43.6	2	14	33	52
Female	3		52	52.0	6	8	27	60
	4		54	40.6	15	7	24	54
	5		73	54.9	0	10	27	63
Black or African American	3		1	1.0	--	--	--	--
	4		5	3.8	--	--	--	--
	5		1	0.8	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		71	71.0	3	8	24	65
	4		88	66.2	5	7	25	64
	5		88	66.2	1	6	27	66
Filipino	4		1	0.8	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		4	4.0	--	--	--	--
	4		4	3.0	--	--	--	--
	5		4	3.0	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		19	19.0	11	11	42	37
	4		31	23.3	3	23	19	55
	5		33	24.8	0	24	33	42
Two or More Races	3		4	4.0	--	--	--	--
	4		2	1.5	--	--	--	--
	5		4	3.0	--	--	--	--
Socioeconomically Disadvantaged	3		6	6.0	--	--	--	--
	4		3	2.3	--	--	--	--
	5		5	3.8	--	--	--	--
English Learners	3		11	11.0	27	36	18	18
	4		9	6.8	--	--	--	--
	5		4	3.0	--	--	--	--
Students with Disabilities	3		10	10.0	--	--	--	--
	4		14	10.5	29	36	7	29
	5		6	4.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	99	99.0	5	13	36	45
	4	133	132	99.2	3	15	30	52
	5	133	131	98.5	4	12	21	63
Male	3		47	47.0	4	11	38	47
	4		78	58.6	0	14	31	55
	5		58	43.6	5	7	22	66
Female	3		52	52.0	6	15	35	44
	4		54	40.6	7	17	30	46
	5		73	54.9	3	16	21	60
Black or African American	3		1	1.0	--	--	--	--
	4		5	3.8	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	3		71	71.0	1	8	35	55
	4		88	66.2	0	14	28	58
	5		88	66.2	0	5	20	75
Filipino	4		1	0.8	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		4	4.0	--	--	--	--
	4		4	3.0	--	--	--	--
	5		4	3.0	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
White	3		19	19.0	5	21	47	26
	4		31	23.3	3	16	42	39
	5		33	24.8	12	24	21	42
Two or More Races	3		4	4.0	--	--	--	--
	4		2	1.5	--	--	--	--
	5		4	3.0	--	--	--	--
Socioeconomically Disadvantaged	3		6	6.0	--	--	--	--
	4		3	2.3	--	--	--	--
	5		5	3.8	--	--	--	--
English Learners	3		11	11.0	27	18	36	18
	4		9	6.8	--	--	--	--
	5		4	3.0	--	--	--	--
Students with Disabilities	3		10	10.0	--	--	--	--
	4		14	10.5	14	36	14	36
	5		6	4.5	--	--	--	--



**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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**

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
- Classroom Helper
- Office Support
- Fundraising Activities
- Sound Partners

**COMMITTEES**

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council
- Technology Committee

**SCHOOL ACTIVITIES:**

- Back to School Night
- Family Nights
- Math Nights
- Student Performances
- Walk-to-School Day
- Bingo Night
- Ice Cream Social
- Fall Fun Fair
- Read Across America Day
- Art Show
- Science Fair
- Walk-Thru Registration
- Coding Club
- Chess Club
- Hindi Club
- Math Club
- Homework Tutors (High School Students)

**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 October 2014.

### Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.54	1.35	0.14
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.09	2.16	1.74
Expulsions Rate	0.03	0.07	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

##### 2014-15 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

##### 2015-16 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

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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	33	28	28				2	3	3	1	1	1
1	30	24	25				3	3	4			
2	28	30	24				5	3	4			
3	29	28	24				4	5	4			
4	32	32	33				2	4	1	2		3
5	33	33	33							4	4	4
Other		24						1				

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

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

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

**Average Number of Students per Staff Member**

<b>Academic Counselor</b>	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.

**Professional Development provided for Teachers**

All training and curriculum development activities at Henry P. Mohr Elementary School revolve around the Common Core State Standards. During the 2013-14 school year, Henry P. Mohr Elementary School held staff development devoted to:

- OARS Training
- Common Core State Standards (Math)
- iPad Training
- Lucy Calkins Writing Training
- Google Apps Training
- STEM Training
- Technology Training
- School Climate

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.

During the 2013-14 school year, Henry P. Mohr Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Growing Readers in the 21st Century</li> <li>• Supporting Students Through the SIP Process</li> <li>• Lucy Calkins - Informational Writing</li> <li>• Common Core State Standards</li> <li>• Setting Measurable Goals for Struggling Readers</li> <li>• Implementing iCommunication in the Classroom</li> <li>• Special Education Job Alike</li> <li>• Pearson Online Learning Exchange (OLE)</li> <li>• Getting Started with Google Sites</li> <li>• Technical Writing for Science Class</li> </ul> | <ul style="list-style-type: none"> <li>• Greater Good Summer Institute for Educators</li> <li>• Learning Circles Seminar Series</li> <li>• CHSSP (California History/Social Studies Project)</li> <li>• Google in Education California Summit</li> <li>• Report Card Training</li> <li>• Making Math Visual</li> <li>• Universal Design for Learning (UDL) and the Common Core Standards</li> <li>• IntegratED Conference - Improving Education with Technology</li> <li>• SuperSchool Science Seminars</li> </ul> |
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Henry P. Mohr Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided 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 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,202	\$43,062
Mid-Range Teacher Salary	\$81,560	\$67,927
Highest Teacher Salary	\$99,990	\$87,811
Average Principal Salary (ES)	\$126,795	\$110,136
Average Principal Salary (MS)	\$136,504	\$115,946
Average Principal Salary (HS)	\$140,916	\$124,865
Superintendent Salary	\$223,844	\$211,869
Percent of District Budget		
Teacher Salaries	49%	39%
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

FY14-15  
In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Common Core State Standards
- 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, 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.)

### 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,000	\$322	\$4,679	\$88,015
District	♦	♦	\$5,126	\$85,593
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-8.7	2.8
Percent Difference: School Site/ State			-12.5	23.0

\* Cells with ♦ do not require data.