Pleasanton Unified School District
Henry P. Mohr Elementary School

Grades TK through 5
Julie Berglin, Principal
jberglin@pleasantonusd.net

3300 Dennis Drive
Pleasanton, CA 94588
PH: (925) 426-4256   FAX: (925) 484-9430
www.pleasanton.k12.ca.us/mohr

2013-14 School Accountability Report Card
Published January 2015

Pleasanton Unified School District
4665 Bernal Avenue
Pleasanton, CA 94566-7498
(925) 462-5500

Website Address

www.pleasantonusd.net

2014-15
Board of Trustees

Valerie Arkin
President

Chris Grant
Vice-President

Jamie Hintzke
Member

Joan Laursen
Member

Mark MIller
Member

District Administration

Parvin Ahmadi
Superintendent

Luz T. Cazares
Deputy Superintendent,
Business Services

Odie J. Douglas, Ed.D.
Assistant Superintendent,
Educational Services

Bill Faraghan, Ed.D.
Assistant Superintendent,
Human Resources

Contents

PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN

MISSION
Our students will make a better world.

VISION
Every student will be a resourceful, resilient,
responsible and engaged world citizen.

Principal's Message

I invite you to explore Henry P. Mohr's Annual School Accountability Report Card, which provides valuable information about our school instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Above all, we at Mohr share our pride in our excellence with our community, and celebrate the many outstanding examples of students in the act of achieving educational success.

Students are the main source of our Eagle pride. Here at Mohr we use the motto, "Soar at Mohr". Much like an eagle needs the right wind, speed and accuracy to soar; our students need the right teachers, support staff, and family partnerships. This combination leads our students to excel, achieve, and Soar at Mohr. Our students are hard-working, intelligent, and well-behaved examples of who we want them all to be as they grow to maturity. Our teachers and staff members collaborate to deliver experiences to children that challenge and motivate them to learn the rigorous standards of each grade level. Our parents are fantastically supportive of the school's efforts on behalf of their children. Good character, educational excellence and pride are key features of our service to children. Now in its 17th 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 a Hindi language and culture program, a Coding Club, after school Science, Math Club, and Arts. Our annual Heritage Festival brings out the richness of the many cultures attending our school. 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.

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 inquire and reflection.

School Profile

Henry P. Mohr Elementary School is located in the northeastern region of Pleasanton and serves students in grades kindergarten through fifth grade following a traditional calendar. At the beginning of the 2013-14 school year, 697 students were enrolled, including 7.2% in special education, 16.8% qualifying for English Language Learner support, and 3.9% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14				
Ethnic Group	%	Grade Level		#
African-Amer.	1.70%	Transitional Kindergarten		26
Amer. Indian or Alaskan Native	0.00%	Kindergarten		88
Asian	63.60%	Grade 1		94
Filipino	2.00%	Grade 2		90
Hisp. or Latino	6.30%	Grade 3		139
Pacific Islander	0.30%	Grade 4		128
Caucasian	22.20%	Grade 5		132
Multi-Racial	4.20%			
		Total Enrollment		697

Student Achievement

Standardized State Assessments

Students at Henry P. Mohr Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Henry P. Mohr Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST, CMA, and CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

STAR Results - All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Henry P. Mohr Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	88	90	91	82	84	82	54	56	55
Mathematics	93	92	94	72	73	72	49	50	50
Social Science				79	80	81	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Henry P. Mohr Elementary School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	96	96	91	88	87	89	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	89
All Students (School)	91
Male	89
Female	94
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	97
Filipino	
Hisp. or Latino	73
Pacific Islander	
Caucasian	83
Multi-Racial	
English Learners	
Economically Disadvantaged	
Migrant Educ.	
Students with Disabilities	

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in 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.

Physical Fitness

In the spring of each year, Henry P. Mohr Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test
Percentage of Students Meeting California Fitness Standards
2013-14

Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	18.2%	38.6%	31.1%

Note: 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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	10	10	10
Similar Schools Rank	4	5	7

Results generated from 2011, 2012, and 2013 Base API Reports

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
Results	2010-11	2011-12	2012-13
Schoolwide - All Students	-4	8	5
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	-1	8	1
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-7	8	0
Other Subgroups			
Students with Disabilities	-5	*	*
Economically Disadvantaged	*	*	*
English Learners	*	13	-9

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	Site	PUSD
Overall Results	*	*
Participation Rate		
English Language Arts	*	*
Mathematics	*	*
Percent Proficient		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	N/A

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Henry P. Mohr Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
	Site	PUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2012-2013
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently in PI		20.0%

Note: Cells with N/A values do not require data.
*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement.*

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

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. Contact Ellen Cummings, PTA President, at (925) 426-4256 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Fundraising Activities
PTA Events
Multicultural Event Leader
Book Club Leader

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council
Technology Committee
Aluminum Can Drive Committee

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

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. In the last 12 months, the following improvements have been completed:

• Reconfiguration of fencing for increased student security
• Replacement of classroom carpeting where needed
• Removal of trees for student safety (2014-15)
• Secured gate (to eliminate access point) (2014-15)
• Painting handicap parking (2014-15)

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.

Campus Description	
Year Built	1996
Acreage	5
Square Footage	55,663
	Quantity
Permanent Classrooms	32
Portable Classrooms	0
Restrooms (sets)	3
Computer Lab(s)	1
Science Lab(s)	1
Multipurpose Room(s)	1
Library	1
Staff Work Room	1

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. During the 2013-14 school year, Henry P. Mohr Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, September 24, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✔		
2. Mechanical Systems	✔		
3. Windows/ Doors/ Gates (Interior and Exterior)	✔		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✔		
5. Hazardous Materials (Interior & Exterior)	✔		
6. Structural Damage	✔		
7. Fire Safety	✔		
8. Electrical (Interior & Exterior)	✔		
9. Pest/ Vermin Infestation	✔		
10. Drinking Fountains (Interior & Exterior)	✔		
11. Restroom	✔		
12. Sewer	✔		
13. Playgrounds/ School Grounds	✔		
14. Roofs	✔		
15. Overall Cleanliness	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the administrator and teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. The administrator and lunch supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the administrator and teachers monitor student behavior to ensure a safe and orderly departure.

Henry P. Mohr Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site 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.

Classroom Environment

Discipline & Climate for Learning

Henry P. Mohr Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	11-12	12-13	13-14
	Site		
# of Students Suspended	5	4	10
# of Students Expelled	0	0	0
	PUSD		
# of Students Suspended	471	324	331
# of Students Expelled	4	4	11
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
	2011-12			
	Avg. Class Size	Number of Classrooms		
Grade		1-20	21-32	33+
K	22.6	1	4	
1	23.2	2	4	
2	25.0		5	
3	24.8		5	
4	31.0		2	2
5	34.7			3
	2012-13			
	Avg. Class Size	Number of Classrooms		
Grade		1-20	21-32	33+
K	33.0		2	1
1	30.0		3	
2	28.0		5	
3	29.0		4	
4	32.0		2	2
5	33.0			4
	2013-14			
	Avg. Class Size	Number of Classrooms		
Grade		1-20	21-32	33+
K	23.0	1	3	1
1	24.0		4	
2	30.0		3	
3	28.0		5	
4	32.0		4	
5	33.0			4

Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

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:

• Growing Readers in the 21st Century
• Supporting Students Through the SIP Process
• Lucy Calkins - Informational Writing
• Common Core State Standards
• SMART Boards
• Bridging the Achievement Gap Using SMART Technologies and Treasures/Tesoros
• Setting Measurable Goals for Struggling Readers
• Implementing iCommunication in the Classroom
• Special Education Job Alike
• Pearson Online Learning Exchange (OLE)
• Getting Started with Google Sites
• Technical Writing for Science Class
• Greater Good Summer Institute for Educators
• Learning Circles Seminar Series
• CHSSP (California History/Social Studies Project)
• Google in Education California Summit
• Report Card Training
• Making Math Visual
• Universal Design for Learning (UDL) and the Common Core Standards
• IntegratED Conference - Improving Education with Technology
• SuperSchool Science Seminars

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.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

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, 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2003	Houghton Mifflin, *California Reading*	0 %
History-Social Science		
2006	Scott Foresman, *Addison Wesley History-Social Science*	0 %
Mathematics		
2009	Pearson Scott Foresman, *Scott Foresman - Addison Wesley enVisionMath California*	0 %
2009	Scott Foresman, *Calfiornia Mathematics*	0 %
Science		
2007	Macmillan/McGraw-Hill, *Macmillan/McGraw-Hill California Science*	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

School Leadership

The principal works closely with all school staff to provide a well-balanced, rigorous core curriculum aligned with state standards. Principal Julie Berglin is responsible for the day-to-day operations of the school and overall instructional program. The principal and all staff work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, grade level representatives, and specialty area representatives. The Leadership Team meets monthly throughout the year to focus on instructional issues and school operations.

Principal Julie Berglin has been in the educational field for 16 years and serving Henry P. Mohr Elementary School for two years (as of 2013-14). Previous positions held in other schools include: classroom teacher and administrator/principal designee. Principal Julie Berglin holds a bachelor's degree in psychology, a master's degree in teaching leadership, and clear administrative credential.

Professional Staff

Counseling & Support Staff

Henry P. Mohr Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Henry P. Mohr Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14	No. of Staff	FTE
Academic Counselor	0	0
Speech Therapist	2	1.50
Adaptive PE	1	*
Counselor	1	0.50
Health Clerk	1	0.38
Library Clerk	1	0.60
Nurse	1	*
Psychologist	1	0.50
Resource Specialist	1	1.0

* as needed
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Henry P. Mohr Elementary School had 31 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Henry P. Mohr Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

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

Teacher Credentials & Assignments	Site			PUSD
	12-13	13-14	14-15	14-15
Total Teachers	26	31	30	672
Teachers with full credentials	26	31	30	667
Teachers without full credentials	0	0	0	5
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	1

Note: "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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$55,646	$41,318
Mid-Range Teacher Salary	$80,752	$65,615
Highest Teacher Salary	$98,045	$84,981
Superintendent Salary	$220,000	$206,292
Average Principal Salaries:		
Elementary School	$126,671	$107,624
Percentage of Budget:		
Teacher Salaries	49%	40%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student

For the 2012-13 school year, Pleasanton Unified School District spent an average of $7,838 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

• Class Size Reduction, Grades K-3 (optional)
• Economic Impact Aid (EIA)
• Education Protection Account
• Lottery: Instructional Materials
• Other Local: Locally defined

- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	Site	PUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	692	N/A	N/A	N/A	N/A
Total**	$4,624	N/A	N/A	N/A	N/A
Restr.†	$180	N/A	N/A	N/A	N/A
Unrestr.††	$4,444	$4,854	91.55	$4,690	94.76
Avg. Teacher Salary	$87,506	$85,446	102.41	$69,360	126.16

Average Daily Attendance

*** Total Restricted and Unrestricted $ per student*

† Restricted (Supplemental) $ per student

†† Unrestricted (Basic) $ per student

Note: Cells with N/A values do not require data.

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Henry P. Mohr Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location
Parents may access Henry P. Mohr Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Henry P. Mohr Elementary School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton
Phone Number: (925) 931-3400
WebSite: http://www.ci.pleasanton.ca.us/library.html
Number of Computers Available: 24

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2014. Data to prepare the school facilities section were acquired in November 2014.

Nondiscrimination
The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)