# 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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## 2017-18 School Accountability Report Card
## Published During the 2018-19 School Year

### 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 683 students in transitional kindergarten through fifth grade. The staff consists of 29 certificated teachers, 7 specialists, 2 aides, and 13 additional support staff members. Most students attending the school come from families established in the surrounding neighborhood. 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, representing 24% of our school demographic. 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, Eagle TV Club, and Running 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 22nd 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, readers and writer's workshop, Eureka math, as well as, 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, Critter Club, and our PTA lead 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 through Tynker. 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. 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

| 2017-18 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |
| Kindergarten | 119 |
| Grade 1 | 100 |
| Grade 2 | 115 |
| Grade 3 | 98 |
| Grade 4 | 99 |
| Grade 5 | 98 |
| **Total Enrollment** | 629 |

| 2017-18 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.3 |
| Asian | 71.7 |
| Filipino | 3.3 |
| Hispanic or Latino | 5.1 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 14.5 |
| Socioeconomically Disadvantaged | 4.8 |
| English Learners | 20.7 |
| Students with Disabilities | 6.7 |
| Foster Youth | 0.0 |

## A. Conditions of Learning

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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** | **16-17** | **17-18** | **18-19** |
| With Full Credential | 28 | 31 | 34 |
| Without Full Credential | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| **Pleasanton Unified School District** | **16-17** | **17-18** | **18-19** |
| With Full Credential | ♦ | ♦ | 600 |
| Without Full Credential | ♦ | ♦ | 11 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 3 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|---|---|---|---|
| Henry P. Mohr Elementary School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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, September 25, 2018, 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 2018-2019.004, 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 2018-19 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 2018 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Benchmark Advance/2017, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins- Units of Study for Teaching Writing/2017 |
| | **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 |
| Visual and Performing Arts | Spotlight on Music Song Anthology, McGraw Hill 2017 |
| | **The textbooks listed are from most recent adoption:** Yes |
| Science Laboratory Equipment | N/A |
| | **The textbooks listed are from most recent adoption:** N/A |

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

## 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 two evening custodians 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 December 7, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-2018, 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: 12/7/2017 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | Buidling 12 Classrooms: No outside lights Grounds & Main Playground: |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | Building 4 Classrooms: |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Building 5 Classrooms: |
| **Overall Rating** | **Good** | |

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

| | 2017-18 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|---|
| **Subject** | **Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)** | | | | | |
| | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **ELA** | 83.0 | 81.0 | 80.0 | 81.0 | 48.0 | 50.0 |
| **Math** | 86.0 | 86.0 | 76.0 | 77.0 | 37.0 | 38.0 |

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| | CAASPP Test Results in Science for All Students | | | | | |
|---|---|---|---|---|---|---|
| **Subject** | **Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)** | | | | | |
| | **School** | | **District** | | **State** | |
| | **16-17** | **17-18** | **16-17** | **17-18** | **16-17** | **17-18** |
| **Science** | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

| **Grade Level** | **2017-18 Percent of Students Meeting Fitness Standards** | | |
|---|---|---|---|
| | **4 of 6** | **5 of 6** | **6 of 6** |
| **5** | 14.0 | 25.0 | 48.0 |

\* 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.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 299 | 297 | 99.33 | 81.48 |
| **Male** | 164 | 163 | 99.39 | 78.53 |
| **Female** | 135 | 134 | 99.26 | 85.07 |
| **Black or African American** | -- | -- | -- | -- |
| **Asian** | 218 | 216 | 99.08 | 87.96 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 15 | 15 | 100.00 | 53.33 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 41 | 41 | 100.00 | 68.29 |
| **Two or More Races** | 14 | 14 | 100.00 | 71.43 |
| **Socioeconomically Disadvantaged** | 19 | 18 | 94.74 | 44.44 |
| **English Learners** | 90 | 88 | 97.78 | 69.32 |
| **Students with Disabilities** | 24 | 24 | 100.00 | 54.17 |

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 299 | 299 | 100 | 86.29 |
| Male | 164 | 164 | 100 | 87.2 |
| Female | 135 | 135 | 100 | 85.19 |
| Black or African American | -- | -- | -- | -- |
| Asian | 218 | 218 | 100 | 93.58 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 15 | 15 | 100 | 53.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 41 | 41 | 100 | 75.61 |
| Two or More Races | 14 | 14 | 100 | 71.43 |
| Socioeconomically Disadvantaged | 19 | 19 | 100 | 52.63 |
| English Learners | 90 | 90 | 100 | 84.44 |
| Students with Disabilities | 24 | 24 | 100 | 58.33 |

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The 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 State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2018-19)**
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, Room Parents, Classroom Helpers, Office Support, Fundraising Activities, and Sound Partners

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

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

**State Priority: School Climate**
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

**School Safety Plan**
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 August 2018.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 0.0 | 0.2 | 0.1 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **District** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 1.5 | 2.5 | 2.7 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.1 |
| **State** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.7 | 3.7 | 3.5 |
| **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.

| Academic Counselors and Other Support Staff at this School | |
|---|---|
| **Number of Full-Time Equivalent (FTE)** | |
| **Academic Counselor** | 1 |
| **Counselor (Social/Behavioral or Career Development)** | 0.50 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | 0.625 |
| **Psychologist** | 0.5 |
| **Social Worker** | 0 |
| **Nurse** | 0 |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | 1 |
| **Other** | 0.38 |
| **Average Number of Students per Staff Member** | |
| **Academic Counselor** | 0 |

\*    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+** | | |
| | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** | **2015-16** | **2016-17** | **2017-18** |
| **K** | 25 | 23 | 24 | 1 | | | 2 | 5 | 5 | 1 | | |
| **1** | 24 | 24 | 25 | | | | 4 | 4 | 4 | | | |
| **2** | 25 | 24 | 23 | | | | 4 | 4 | 5 | | | |
| **3** | 25 | 24 | 25 | | | | 4 | 4 | 4 | | | |
| **4** | 33 | 32 | 33 | | | | 1 | 2 | | 2 | 1 | 3 |
| **5** | 32 | 31 | 33 | | | | 2 | 3 | 1 | 2 | | 2 |

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

**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 2016-2017 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 2016-17 Teacher and Administrative Salaries | | |
|---|---|---|
| **Category** | **District Amount** | **State Average for Districts In Same Category** |
| **Beginning Teacher Salary** | $59,505 | $49,512 |
| **Mid-Range Teacher Salary** | $86,352 | $77,880 |
| **Highest Teacher Salary** | $105,865 | $96,387 |
| **Average Principal Salary (ES)** | $129,684 | $123,139 |
| **Average Principal Salary (MS)** | $139,826 | $129,919 |
| **Average Principal Salary (HS)** | $147,398 | $140,111 |
| **Superintendent Salary** | $267,950 | $238,324 |
| **Percent of District Budget** | | |
| **Teacher Salaries** | 46.0 | 36.0 |
| **Administrative Salaries** | 6.0 | 5.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| **Level** | **Expenditures Per Pupil** | | | **Average Teacher Salary** |
| | **Total** | **Restricted** | **Unrestricted** | |
| **School Site** | $6,699 | $200 | $6,499 | $105,241 |
| **District** | ♦ | ♦ | $5,851 | $89,558 |
| **State** | ♦ | ♦ | $7,125 | $79,665 |
| **Percent Difference: School Site/District** | | | 10.5 | 15.4 |
| **Percent Difference: School Site/ State** | | | -1.1 | 30.0 |

\*   Cells with ♦ do not require data.

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

**Types of Services Funded**
FY17-18

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received categorical, special education, and support programs funds for:
- Adult Education
- College Readiness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Title IV br/> Vocational Programs

## DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://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.