

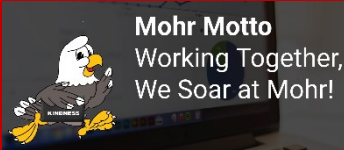
# Henry P. Mohr Elementary School

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### **Pleasanton Unified School District**

4665 Bernal Ave.

Pleasanton, CA 94566-7498

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

#### **District Governing Board**

Steve Maher

**Board President**

Jamie Yee

**Vice President**

Joan Laursen

**Member**

Valerie Arkin

**Member**

Mark Miller

**Member**

#### **District Administration**

David Haglund, Ed.D.

**Superintendent**

Ahmad Sheikholeslami

**Assistant Superintendent,  
Business Services**

Janelle Woodward, Ed.D

**Assistant Superintendent,  
Teaching and Learning Division**

Julio Hernandez

**Assistant Superintendent,  
Human Resources**

Edward Diolazo

**Assistant Superintendent,  
Student Support Services**

### **School Description**

Established in 1997, Henry P. Mohr Elementary was named after Mr. Mohr a local farmer, school Board member and entrepreneur who played a major role in the agricultural development and influenced the social and economic evolution of early Pleasanton. His legacy continues at Mohr where we persist in developing an innovative school that promotes exceptional learning experiences for all students through an on-going focus on teacher and student agency. Our school mascot, the eagle, is reflected in our school motto: "Working Together, We Soar at Mohr!" The school is located in the northeastern region of Pleasanton, California and is part of the Pleasanton Unified School District (PUSD). It is tucked in a lovely suburban neighborhood, surrounded by indigenous trees, where students are able to walk and ride their bikes to school. The context has changed since 1997 when the area was once farmland. Stoneridge Drive is now connected to the San Francisco Premium Outlets in Livermore, adjacent to Interstate 580. The area has developed into a vibrant community. The school population is made up of approximately 660 students in transitional kindergarten through fifth grade. The diverse population at Mohr includes a range of ethnicities from many different countries with students who speak over 22 different languages represented. Twenty-nine percent of Mohr's student population is made up of unduplicated students with 23% English Learners (EL) and 6% of students eligible for free and reduced lunch. With this unique population we provide opportunities to celebrate all cultures through performances, conversations, and interactions that honor and appreciate our similarities and differences. We have many opportunities to work with our families who have varied world-wide expectations of education. We do this by building relationships, clear communication, and aligning a vision for student success.

Henry P. Mohr has a variety of traditions rooted in best practices. Our students, staff, and families come together, committed to our permanent goal; to see every child soar. Mohr has been recognized as a California Distinguished School in 2000, 2004, 2010, and 2014, and earned the Blue Ribbon title in 2005. It has received Honorable Mention for Excellence from the California Department of Education in 1998 and 2007. These recognitions come from our parent and community partnerships and commitment to innovative teaching practices, specialized programs, enrichment opportunities, response to intervention, and the on-going quest to pursue researched based practices that impact student motivation, learning efficacy, and overall growth.

Our vision at Henry P. Mohr has evolved with an on-going emphasis on creativity that is weaved throughout. In 2013, we focused on school climate and building upon community while supporting the PUSD Strategic Plan. In 2014, we emphasized the four C<sup>TM</sup>s: Communication, Critical Thinking, Creativity and Collaboration. We also launched our school wide focus in Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.). The S.T.E.A.M. focus prompted several new initiatives to support the Next Generation Science Standards. Our "Project Lead the Way" (PLTW) implementation and 5 year Technology Plan which emphasized students as creators versus consumers of technology was initiated. In 2015, we focused on engagement with self (Mindfulness), others (collaboration), and learning (Metacognitive Strategies and Math Differentiation). In 2016, our vision was for all students to feel safe and respected. We launched our Positive Behavioral Intervention Support (PBIS) initiative with a strong focus on student social and emotional growth. In 2017, our focus was on teacher collaboration to impact student learning through lesson design and delivery combined with assessment creation, calibration, and analyzation. This emphasis on data prompted on-going conversations on student progress during Wednesday morning grade level collaboration time. The Impact Team, made up of teachers, helped facilitate the shift from coordination during team time focusing on individual student progress. In 2018, we advocated for learning spaces and environment to meet the diverse learning needs of our students. Our deliberate pathway for creating a school wide vision (every year for seven years) has evolved to include high levels of instructional pedagogy. This has been achieved through the implementation of Inquiry Learning, Project Based Learning, and Blended Learning. We have increased student curiosity and real world learning experiences. As a result, students have opportunities to extend deeper learning while providing systematic, engaging interventions reflected in improved overall student achievement.

Our vision moving forward is to implement the Universal Design Learning framework and emphasize educational practices that provide flexibility in engagement and a reduction of barriers in student learning and instruction. Our goal is that ALL students will develop purposeful interest and motivation, increased effort and stamina resulting in higher levels of learning, academic and social/emotional growth. Ultimately, we hope to inspire students to constructively contribute to our community and become dynamic, compassionate leaders.

### 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	133
Grade 1	113
Grade 2	120
Grade 3	120
Grade 4	98
Grade 5	99
Total Enrollment	683

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.1
Asian	72.2
Filipino	2.3
Hispanic or Latino	5.4
White	14.8
Two or More Races	2.8
Socioeconomically Disadvantaged	6.4
English Learners	25.3
Students with Disabilities	7.3

### 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 for Henry P. Mohr	17-18	18-19	19-20
With Full Credential	31	34	40
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pleasanton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	650.16
Without Full Credential	♦	♦	15.6
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Henry P. Mohr Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 2019-20)

#### Instructional Materials

All textbooks used in the core curriculum at Henry P. Mohr Elementary School are currently being aligned to the California 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 24, 2019, 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 2019-2020.004, 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 2019-20 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 2019

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	Twig Education, Inc. 2019 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

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 12/27/18. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2018-2019, 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: 12/27/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	B Building Library: Lighting
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	81	87	81	79	50	50
Math	86	88	77	75	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.4	32.7	35.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	317	315	99.37	86.98
Male	169	167	98.82	86.83
Female	148	148	100.00	87.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	232	232	100.00	89.22
Filipino	--	--	--	--
Hispanic or Latino	17	16	94.12	68.75
White	46	46	100.00	86.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	22	91.67	63.64
English Learners	108	107	99.07	80.37
Students with Disabilities	23	23	100.00	52.17

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 2018-19 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	317	315	99.37	88.25
Male	169	167	98.82	89.22
Female	148	148	100.00	87.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	232	231	99.57	94.37
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.00	47.06
White	46	46	100.00	78.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	69.57
English Learners	108	108	100.00	89.81
Students with Disabilities	23	23	100.00	52.17

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 2019-20)

Our family partnerships are crucial to student success at Mohr and we are fortunate to have parents who are engaged with the learning opportunities at Mohr. Parents are encouraged to get involved in their child's learning environment in a variety of ways either by participating in specific committees, volunteering in the classroom, and attending school events.

COMMITTEES: English Learner Advisory Council, Parent Teacher Association, School Site Council, School Smarts Parent Academy, Garden Club, Go Green Club

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

SCHOOL ACTIVITIES: Back to School Night, Student Performances, Walk-to-School Day, Bingo Night, Ice Cream Social, Reflections Art Program, 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

COMMUNICATION: Parents stay informed on upcoming events and school activities through the Eagle Express PTA newsletter, Eagle TV video updates, school marquee, Principal Newsletters, eConnection, Coffee with the Principal, school website, and routine teacher communication.

### 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

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 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.7	2.0
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	341.5

\* 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.



**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0
Other	

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		5		24		5		22		6	
1	24		4		25		4		23		5	
2	24		4		23		5		24		5	
3	24		4		25		4		24		5	
4	32		2	1	33			3	33		1	2
5	31		3		33		1	2	33			3
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2

Our vision at Henry P. Mohr has evolved with an on-going emphasis on creativity that is weaved throughout. In 2013, we focused on school climate and building upon community while supporting the PUSD Strategic Plan. In 2014, we emphasized the four C™s: Communication, Critical Thinking, Creativity and Collaboration. We also launched our school wide focus in Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.). The S.T.E.A.M. focus prompted several new initiatives to support the Next Generation Science Standards. Our Project Lead the Way (PLTW) implementation and 5 year Technology Plan which emphasized students as creators versus consumers of technology was initiated. In 2015, we focused on engagement with self (Mindfulness), others (collaboration), and learning (Metacognitive Strategies and Math Differentiation). In 2016, our vision was for all students to feel safe and respected. We launched our Positive Behavioral Intervention Support (PBIS) initiative with a strong focus on student social and emotional growth. In 2017, our focus was on teacher collaboration to impact student learning through lesson design and delivery combined with assessment creation, calibration, and analyzation. This emphasis on data prompted on-going conversations on student progress during Wednesday morning grade level collaboration time. The Impact Team, made up of teachers, helped facilitate the shift from coordination during team time focusing on individual student progress. In 2018, we advocated for learning spaces and environment to meet the diverse learning needs of our students. Our deliberate pathway for creating a school wide vision (every year for seven years) has evolved to include high levels of instructional pedagogy. This has been achieved through the implementation of Inquiry Learning, Project Based Learning, and Blended Learning. We have increased student curiosity and real world learning experiences. As a result, students have opportunities to extend deeper learning while providing systematic, engaging interventions reflected in improved overall student achievement.

Some examples of trainings that teachers have participated in are listed here: S.T.E.A.M. Training (Science "Hands-on" Classes, Common Core State Standards (Eureka Math). Reading & Writing Project Teachers College Columbia, Project Lead the Way, Technology Training Blended Learning, iPad, CUE conference, IntegratED Conference - Improving Education with Technology, GAPE (Google Apps for Education) Summit, School Climate and Mindfulness, Mike Mattos, Response to Intervention, STEM Conference, YouCubed @ Stanford Center Growth Mindset for Math, NGTM Conference, Project Based Learning Buck Institute



Our vision moving forward is to implement the Universal Design Learning (UDL) framework which is endorsed by the state of California as a framework for instructional practices in Core Instruction.

This framework emphasizes educational practices that provide flexibility in engagement and a reduction of barriers in student learning and instruction. Our goal is that ALL students will develop purposeful interest and motivation, increased effort and stamina resulting in higher levels of learning, academic and social/emotional growth. Ultimately, we hope to inspire students to constructively contribute to our community and become dynamic, compassionate leaders.

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. Mohr Elementary offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,695	\$51,374
Mid-Range Teacher Salary	\$88,079	\$80,151
Highest Teacher Salary	\$107,982	\$100,143
Average Principal Salary (ES)	\$136,744	\$126,896
Average Principal Salary (MS)	\$147,968	\$133,668
Average Principal Salary (HS)	\$152,132	\$143,746
Superintendent Salary	\$270,300	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
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

FY18-19

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 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

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6660.8	264.52	6396.28	100286
District	N/A	N/A	6040	\$92,066.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.7	15.4
School Site/ State	-1.1	30.0

Note: Cells with N/A values 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.

**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.