

# Pleasanton Unified School District Henry P. Mohr Elementary School

Grades K through 5  
Ben Fobert, Principal



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## 2009-10 School Accountability Report Card *Published January 2011*

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## 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 eleventh year, Mohr has been recognized as a National Blue Ribbon School by the U.S. Department of Education (2005), three times as a California Distinguished School (2000, 2004, and 2010), 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 Chinese language academy, instruction in Spanish and French, after school Science, Arts, and Robotics classes. 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 five following a traditional calendar. At the beginning of the 2009-10 school year, 719 students were enrolled, including 10% in special education, 7% qualifying for English Language Learner support, and 2% qualifying for free or reduced price lunch. Henry P. Mohr Elementary School achieved a 2010 Academic Performance Index (API) score of 961 and met all 2010 Adequate Yearly Progress criteria.

| Student Enrollment by Ethnicity / Grade Level<br>2009-10 |         |              |     |
|--|---------|--------------|-----|
| Ethnic Group   | %       | Grade Level  | #   |
| African-Amer.  | 2.09 %  | Kindergarten | 112 |
| Amer. Indian or Alaskan Native                           | 0.28 %  | Grade 1      | 123 |
| Asian  | 55.63 % | Grade 2      | 122 |
| Filipino   | 2.78 %  | Grade 3      | 101 |
| Hisp. or Latino  | 4.45 %  | Grade 4      | 132 |
| Pacific Islander   | 0.28 %  | Grade 5      | 129 |
| Caucasian  | 31.99 % |              |     |
| Multi-Racial   | 0.83 %  |              |     |
| Total Enrollment   |         |              | 719 |

## Student Achievement

### Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

### Physical Fitness

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. The 2009-10 physical fitness test result data was not available at the time of production of this report.

| STAR Results - All Students<br>Percentage of Students Scoring at Proficient & Advanced Levels |                                 |       |       |          |       |       |            |       |       |
|---|---------------------------------|-------|-------|----------|-------|-------|------------|-------|-------|
|   | Henry P. Mohr Elementary School |       |       | District |       |       | California |       |       |
|   | 07-08                           | 08-09 | 09-10 | 07-08    | 08-09 | 09-10 | 07-08      | 08-09 | 09-10 |
| Language Arts   | 89                              | 88    | 89    | 80       | 81    | 83    | 46         | 50    | 52    |
| Math  | 93                              | 95    | 93    | 69       | 71    | 72    | 43         | 46    | 48    |
| Science   | 92                              | 93    | 94    | 82       | 83    | 87    | 46         | 50    | 54    |
| Social Science  | 0                               | 0     | 0     | 74       | 77    | 78    | 36         | 41    | 44    |

| STAR Results - Ethnic Subgroups<br>Percentage of Students Scoring at Proficient & Advanced Levels |                                 |                                |       |           |          |                 |              |                  |
|---|---------------------------------|--------------------------------|-------|-----------|----------|-----------------|--------------|------------------|
|   | Henry P. Mohr Elementary School |                                |       |           |          |                 |              |                  |
|   | African-Amer.                   | Amer. Indian or Alaskan Native | Asian | Caucasian | Filipino | Hisp. or Latino | Multi-Racial | Pacific Islander |
| Language Arts   | *                               | *                              | 96    | 80        | *        | *               |              | *                |
| Math  | *                               | *                              | 99    | 88        | *        | *               |              | *                |
| Science   | *                               |                                | 99    | 88        | *        | *               |              | *                |
| Social Science  |                                 |                                |       |           |          |                 |              |                  |

| STAR Results - Other Subgroups<br>Percentage of Students Scoring at Proficient & Advanced Levels |      |                                 |      |        |                  |                            |                            |               |
|--|------|---------------------------------|------|--------|------------------|----------------------------|----------------------------|---------------|
|  | PUSD | Henry P. Mohr Elementary School |      |        |                  |                            |                            |               |
|  | All  | All                             | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Educ. |
| Lang. Arts   | 83   |                                 | 86   | 92     | 83               | *                          | 74                         |               |
| Math   | 72   |                                 | 93   | 94     | 72               | *                          | 93                         |               |
| Science  | 87   |                                 | 91   | 97     | *                | *                          | *                          |               |
| Social Science   | 78   |                                 |      |        |                  |                            |                            |               |

| Physical Fitness Test<br>Percentage of Students Meeting California Fitness Standards<br>2009-10 |                          |             |            |
|---|--------------------------|-------------|------------|
| Grade Tested  | Number of Standards Met: |             |            |
|   | Four of Six              | Five of Six | Six of Six |
| Fifth   |                          |             |            |
| Seventh   |                          |             |            |
| Ninth   |                          |             |            |

## 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)<br>Three Year Rank Comparison |      |      |      |
|--|------|------|------|
|  | 2007 | 2008 | 2009 |
| Statewide Rank   | 10   | 10   | 10   |
| Similar Schools Rank   | 8    | 7    | 6    |

Results generated from 2007, 2008, and 2009 Base API Reports

| Academic Performance Index (API)<br>Three Year Performance Comparison |                                |         |         |
|---|--------------------------------|---------|---------|
| Results   | Increase/Decrease in API Score |         |         |
|   | 2007-08                        | 2008-09 | 2009-10 |
| Schoolwide - All Students   | -2                             | 5       | 0       |
| <b>Ethnic Subgroups</b>   |                                |         |         |
| African-Amer.   | *                              | *       | *       |
| Amer. Indian or Alaskan Native  | *                              | *       | *       |
| Asian   | -6                             | 4       | 8       |
| Filipino  | *                              | *       | *       |
| Hisp. or Latino   | *                              | *       | *       |
| Multi-Racial  | N/A                            | N/A     | *       |
| Pacific Islander  | *                              | *       | *       |
| Caucasian   | 7                              | 10      | -18     |
| <b>Other Subgroups</b>  |                                |         |         |
| Students with Disabilities  | *                              | *       | *       |
| Economically Disadvantaged  | *                              | *       | *       |
| English Learners  | *                              | *       | 20      |

Results generated from 2008, 2009, and 2010 Growth API Reports

| Academic Performance Index (API)<br>Growth by Student Group |                 |          |       |
|---|-----------------|----------|-------|
| Group   | 2010 Growth API |          |       |
|   | School          | District | State |
| African-Amer.   |                 | 806      | 685   |
| Amer. Indian or Alaskan Native                              |                 |          | 728   |
| Asian   | 987             | 964      | 889   |
| Filipino  |                 | 907      | 851   |
| Hisp. or Latino   |                 | 792      | 715   |
| Pacific Islander  |                 |          | 754   |
| Caucasian   | 932             | 900      | 838   |
| Multi-Racial  |                 |          | 807   |
| Economically Disadvantaged                                  |                 | 749      | 610   |
| English Learners  | 969             | 832      | 691   |
| Students with Disabilities                                  |                 | 732      | 580   |
| All Students  | 961             |          | 767   |

## 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.

For the 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or

higher proficiency rate in all subgroup populations for English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

| Adequate Yearly Progress (AYP)<br>Results Reported by Indicator &<br>Compared to District Performance<br>2009-10   |     |      |
|--|-----|------|
| <i>Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?</i> |     |      |
| AYP Indicator  | MES | PUSD |
| Overall Results  | Yes | No   |
| <i>Participation Rate</i>  |     |      |
| Language Arts  | Yes | Yes  |
| Math   | Yes | Yes  |
| <i>Percent Proficient</i>  |     |      |
| Language Arts  | Yes | Yes  |
| Math   | Yes | No   |
| API Score  | Yes | Yes  |
| Graduation Rate  | N/A | Yes  |

Reported data based upon performance of all subgroups for each of the areas listed

## 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 2009-10, 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/](http://www.cde.ca.gov/ta/ac/ti/).

| Title I Program Improvement (PI) Status  |           |           |
|--|-----------|-----------|
|  | MES       | PUSD      |
| PI Status                                | Not in PI | Not in PI |
| Implementation Year                      | N/A       | N/A       |
| Year in PI                               | N/A       | N/A       |
| No. of Schools Currently in PI           |           | N/A       |
| % of Schools Currently Identified for PI |           | N/A       |

## 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 flyers, the school marquee, school eNewsletter, eConnection, coffee with the principal, and teacher websites. Contact Laurie Park 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  
PTA Events  
Multicultural Event Leader  
Book Club Leader

### Committees

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

### School Activities

Back to School Night  
Family Night  
Math Nights  
Spelling Bee  
Student Performances  
Walk-to-School Day  
Bingo Night  
Read Across America Day  
Art Show  
Science Fair  
Walk-Thru Registration

## 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 the 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 the 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 2009-10 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 Tuesday, October 19, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal

year 2009-10, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status                |               |      |      |
|---|---------------|------|------|
| Most Recent Inspection: Tuesday, October 19, 2010 |               |      |      |
| 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 significant 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. 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 will be reviewed, updated, and discussed with school staff in October 2010.

## 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   |        |        |        |
|----------------------------|--------|--------|--------|
|                            | MES    |        |        |
|                            | 07-08  | 08-09  | 09-10  |
| Suspensions (#)            | 6      | 10     | 11     |
| Suspensions (%)            | 0.93 % | 1.52 % | 1.53 % |
| Expulsions (#)             | 0      | 0      | 0      |
| Expulsions (%)             | 0.00 % | 0.00 % | 0.00 % |
| PUSD<br>Elementary Schools |        |        |        |
| Suspensions (#)            | 104    | 92     | 86     |
| Suspensions (%)            | 1.70 % | 1.49 % | 1.39 % |
| Expulsions (#)             | 2      | 4      | 0      |
| Expulsions (%)             | 0.03 % | 0.06 % | 0.00 % |

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### 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<br>Self-Contained Classes |                 |                      |       |     |
|---|-----------------|----------------------|-------|-----|
| Grade   | 2007-08         |                      |       |     |
|   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 19.4            | 5                    |       |     |
| 1   | 20.0            | 5                    |       |     |
| 2   | 20.0            | 7                    |       |     |
| 3   | 19.9            | 7                    |       |     |
| 4   | 33.0            |                      |       | 3   |
| 5   | 33.0            |                      |       | 3   |
| Grade   | 2008-09         |                      |       |     |
|   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 20.0            | 5                    |       |     |
| 1   | 18.2            | 6                    |       |     |
| 2   | 20.0            | 5                    |       |     |
| 3   | 19.8            | 6                    |       |     |
| 4   | 29.3            |                      | 4     |     |
| 5   | 33.0            |                      |       | 3   |

2009-10 data not available at the time of production of this report

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Henry P. Mohr Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Henry P. Mohr Elementary School held three staff development days devoted to:

- Math Adoption Training
- Reading, Writing, Spelling, and Vocabulary
- Science
- Building Inclusion
- Zangle Training
- Curriculum Mapping
- Backwards Planning
- 40 Developmental Assets Training

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 minimum days. Teachers met in both grade level and department 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 2009-10 school year, Henry P. Mohr Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Technology
- Strategies and Resources for Arts Integration
- Collaborative Curriculum Design
- Serving Students with ASD in the Schools
- Assessment of Language and Communication in Culturally and Linguistically Diverse (CLD) Populations

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<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2007-08                                    | 2008-09 | 2009-10 |
| 3  | 3       | 3       |

### Instructional Materials

All textbooks used in the core curriculum at Henry P. Mohr Elementary School are aligned to the California Content Standards and Frameworks. 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 14, 2010, 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 20010-2011.02 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 2010-11 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 |
| <b>History-Social Science</b> |   |                          |
| 2006                          | Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i> | 0 %                      |
| <b>Language Arts</b>          |   |                          |
| 2003                          | Houghton Mifflin, <i>California Reading</i>   | 0 %                      |
| <b>Math</b>                   |   |                          |
| 2009                          | enVision, <i>California Mathematics</i>   | 0 %                      |
| <b>Science</b>                |   |                          |
| 2007                          | Macmillan/McGraw-Hill, <i>Macmillan/McGraw-Hill California Science</i>              | 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 the vice principal and the school's leadership team to provide a well-balanced, rigorous core curriculum aligned with state standards. Principal Ben Fobert is responsible for the day-to-day operations of the school and overall instructional program. The principal and vice principal 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, vice principal, grade level representatives, and specialty area representatives. The Leadership Team meets monthly throughout the year to focus on instructional issues and school operations.

### 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<br>(Nonteaching Professional Staff)<br>2009-10 |              |     |
|---|--------------|-----|
|   | No. of Staff | FTE |
| Counselor   | 1            | 0.5 |
| Reading Specialist  | 2            | 1.0 |
| Speech Therapist  | 2            | 1.5 |
| Health Clerk  | 1            | 0.5 |
| Library Clerk   | 1            | 1.0 |
| Psychologist  | 1            | 0.5 |
| Resource Specialist   | 1            | 1.0 |

FTE = Full-Time Equivalent

#### Teacher Assignment

During the 2009-10 school year, Henry P. Mohr Elementary School had 32 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<br>2009-10 |                                   |                                       |
|---------------------------------------|-----------------------------------|---------------------------------------|
|                                       | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Henry P. Mohr Elementary School       | 100.0 %                           | 0.0 %                                 |
| <b>District Totals</b>                |                                   |                                       |
| All Schools                           | 97.8 %                            | 2.2 %                                 |
| High-Poverty                          | 97.8 %                            | 2.2 %                                 |
| Low-Poverty                           | 0.0 %                             | 0.0 %                                 |

| Teacher Credentials & Assignments             |       |       |       |       |
|---|-------|-------|-------|-------|
|   | MES   |       |       | PUSD  |
|   | 07-08 | 08-09 | 09-10 | 09-10 |
| Total Teachers                                | 36    | 30    | 32    | 690   |
| Teachers with full credentials                | 36    | 30    | 32    | 683   |
| Teachers without full credentials             | 0     | 0     | 0     | 7     |
| Teachers in alternate routes to certification | 0     | 0     | 0     | 0     |
| Pre-Internship                                | 0     | 0     | 0     | 0     |
| Teachers with emergency permits               | 0     | 0     | 0     | 0     |
| Teachers with waivers                         | 0     | 0     | 0     | 0     |
| Teachers teaching outside subject area        | 0     | 0     | 0     | 0     |
| Total teacher misassignments                  | 0     | 0     | 0     | 4     |
| Teacher misassignments for English learners   | 0     | 0     | 0     | 4     |
| Other misassignments of certificated staff    | 0     | 0     | 0     | 0     |
| Teacher vacancies                             | 0     | 0     | 0     | 1     |

| Teacher Credentials & Assignments (cont'd)  |       |       |
|---|-------|-------|
|   | MES   | PUSD  |
|   | 10-11 | 10-11 |
| Total teacher misassignments                | 0     | 0     |
| Teacher misassignments for English learners | 0     | 0     |
| Other misassignments of certificated staff  | 0     | 0     |
| Teacher vacancies                           | 0     | 0     |

| Teacher Education Levels<br>2009-10              |           |        |
|--|-----------|--------|
|  | MES       | PUSD   |
|  | Doctorate | 0.0 %  |
| Master's degree plus 30 or more semester hours   | 0.0 %     | 4.0 %  |
| Master's degree                                  | 37.5 %    | 29.1 % |
| Bachelor's degree plus 30 or more semester hours | 62.5 %    | 63.1 % |
| Bachelor's degree                                | 0.0 %     | 3.0 %  |
| Less than Bachelor's degree                      | 0.0 %     | 0.0 %  |

### 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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison<br>2008-09                        |           |   |
|---|-----------|---|
|   | PUSD      | State<br>Average of<br>Districts in<br>Same<br>Category |
| Beginning Teacher Salary                            | \$55,646  | \$41,155  |
| Mid-Range Teacher Salary                            | \$80,752  | \$65,379  |
| Highest Teacher Salary                              | \$98,045  | \$85,049  |
| Superintendent Salary                               | \$229,952 | \$194,802   |
| <b>Average Principal Salaries:</b>                  |           |   |
| Elementary School                                   | \$126,032 | \$106,453   |
| <b>Percentage of General Fund Expenditures for:</b> |           |   |
| Teacher Salaries                                    | 43.2%     | 39.9%   |
| Administrative Salaries                             | 5.2%      | 5.1%  |

### Expenditures Per Student

For the 2008-09 school year, Pleasanton Unified School District spent an average of \$8,453 of total general funds to educate each student (based on 2008-09 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives

- Tenth Grade Counseling
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

| Expense of Education Per Pupil<br>2008-09 |                           |          |                              |                         |                              |  |
|---|---------------------------|----------|------------------------------|-------------------------|------------------------------|--|
|   | Dollars Spent per Student |          |                              |                         |                              |  |
|   |                           |          |                              | State<br>Avg.,<br>Dist. | % Diff.<br>School<br>& Dist. | % Diff.<br>Same<br>Size &<br>School<br>& State |
|   | MES                       | PUSD     | % Diff.<br>School<br>& Dist. | Type                    |                              |  |
| ADA*                                      | 636                       | 13948    | N/A                          | N/A                     | N/A                          |  |
| Total**                                   | \$5,681                   | \$5,665  | 100.28                       | N/A                     | N/A                          |  |
| Restr.†                                   | \$132                     | \$244    | 54.08                        | N/A                     | N/A                          |  |
| Unrestr.††                                | \$5,549                   | \$5,421  | 102.36                       | \$5,681                 | 97.68                        |  |
| Avg.<br>Teacher<br>Salary                 | \$75,290                  | \$81,928 | 91.90                        | \$57,352                | 131.28                       |  |

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## 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 and school facilities sections were acquired in December 2010.