

# Pleasanton Unified School District Henry P. Mohr Elementary School

Grades K through 5  
Ben Fobert, Principal



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## 2011-12 School Accountability Report Card

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PLEASANTON UNIFIED SCHOOL DISTRICT  
STRATEGIC PLAN



## 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 15th 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, Math Club, Arts, and Speech & Debate 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 2011-12 school year, 678 students were enrolled, including 9% in special education, 31% qualifying for English Language Learner support, and 3% qualifying for free or reduced price lunch. Henry P. Mohr Elementary School achieved a 2012 Academic Performance Index (API) score of 965 and met all 2012 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	1.92 %	Kindergarten	87
Amer. Indian or Alaskan Native	0.29 %	Grade 1	127
Asian	61.06 %	Grade 2	112
Filipino	1.62 %	Grade 3	124
Hisp. or Latino	5.16 %	Grade 4	124
Pacific Islander	0.15 %	Grade 5	104
Caucasian	27.29 %		
Multi-Racial	2.51 %		
		Total Enrollment	678

# 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 Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2012/>.

## Physical Fitness

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

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Henry P. Mohr Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	89	88	90	82	82	84	52	54	56
Math	93	93	92	72	72	73	48	50	51
Science	94	91	96	87	86	89	54	57	60
Social Science				78	79	80	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	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	86	82	65	*	
Math	*	*	97	87	73	78	*	
Science	*	*	100	97	*	*	*	
Social Science	*	*	*	*	*	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	PUSD	Henry P. Mohr Elementary School						
		All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	84	90	88	92	76	87	72	
Math	73	92	93	91	84	73	77	
Science	89	96	96	96	*	*	*	
Social Science	80	*	*	*	*	*	*	

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	16.50%	26.20%	29.10%
Seventh	N/A	N/A	N/A
Ninth	N/A	N/A	N/A

## Academic Performance Index

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

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

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

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

Academic Performance Index (API) Three Year Rank Comparison			
	2009	2010	2011
Statewide Rank	10	10	10
Similar Schools Rank	6	6	4

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	0	-4	8
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	8	-1	8
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-18	-7	8
<b>Other Subgroups</b>			
Students with Disabilities	20	-5	*
Economically Disadvantaged	*	*	*
English Learners	*	*	13

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.		823	710
Amer. Indian or Alaskan Native		856	742
Asian	994	969	905
Filipino	923	916	869
Hisp. or Latino	866	816	740
Pacific Islander		806	775
Caucasian	933	906	853
Multi-Racial			849
Economically Disadvantaged	878	777	737
English Learners	977	869	716
Students with Disabilities	873	746	607
All Students	965	915	788

## 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 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% 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 740 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) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 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	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

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 2011-12, 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		
PI Status	MES	PUSD
		Not in PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.3%

## 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 teacher websites. Contact Beth Gallagher at (925) 426-4256 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

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

## Committees

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

## School Activities

Back to School Night  
 Family Nights  
 Math Nights  
 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 and 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.

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 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 2011-12 school year, Henry P. Mohr Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

## Facilities Inspection

The district's maintenance department inspects Henry P. Mohr Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Henry P. Mohr Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 10, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, October 10, 2012			
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	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(14)	Day Care - YMCA day care building roof needs to be replaced, not leaking at present.

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. During recess, teachers supervise playground activity. The administrator and lunch supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the administrator and teachers monitor student behavior to ensure a safe and orderly departure.

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

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Henry P. Mohr Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in Fall of 2012.

## 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		
	09-10	10-11	11-12
Suspensions (#)	11	9	7
Suspensions (%)	1.53 %	1.29 %	1.03 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
PUSD Elementary Schools			
Suspensions (#)	86	81	85
Suspensions (%)	1.39 %	1.28 %	1.34 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	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 Self-Contained Classes				
Grade	2009-10			
	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
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0	1	5	
1	25.0		4	
2	25.7		6	
3	25.0		5	
4	33.0			3
5	32.5		2	2
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.6	1	4	
1	23.2	2	4	
2	25.0		5	
3	24.8		5	
4	31.0		2	2
5	34.7			3

## 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 2011-12 school year, Henry P. Mohr Elementary School held staff development devoted to:

- Math Adoption Training
- Reading, Writing, Spelling, and Vocabulary
- Science
- Building Inclusion
- Curriculum Mapping
- 40 Developmental Assets Training
- OARS Training
- Email System Training
- Common Core State Standards

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 meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff

development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2011-12 school year, Henry P. Mohr Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Bay Science Champions
- Best Practices in Teaching Leadership
- Distinguished Speaker Series
- Envision Learning Partners
- Integrated Learning Specialist Program
- Kids Challenge Pilot Project
- SMART Board Training
- STEM (Science, Technology, Engineering and Math) Training
- Super School Science
- Teacher Action Research

Henry P. Mohr Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2009-10	2010-11	2011-12
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 11, 2012, 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 No. 2012-2013.05 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 2012-13 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	Scott Foresman, <i>Addison Wesley History-Social Science</i>	0 %
<b>Language Arts</b>		
2003	Houghton Mifflin, <i>California Reading</i>	0 %
<b>Math</b>		
2009	Pearson Scott Foresman, <i>Scott Foresman - Addison Wesley enVisionMath California</i>	0 %
2009	Scott Foresman, <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 all school staff 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 all staff work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the Principaa is the Leadership Team, comprised of the principal, grade level representatives, and specialty area representatives. The Leadership Team meets monthly throughout the year to focus on instructional issues and school operations.

## Professional Staff

### Counseling & Support Staff

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

available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2011-12		
	No. of Staff	FTE
Counselor	1	0.50
Speech Therapist	2	1.50
Adaptive PE	1	*
Health Clerk	1	0.38
Library Clerk	1	1.0
Nurse	1	*
Psychologist	1	0.50
Reading Specialist	1	1.0
Resource Specialist	1	1.0

\* as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2011-12 school year, Henry P. Mohr Elementary School had 28 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 2011-12		
	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	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	MES			PUSD
	09-10	10-11	11-12	11-12
Total Teachers	30	33	28	662
Teachers with full credentials	30	33	28	656
Teachers without full credentials	0	0	0	6
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	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	MES	PUSD
	12-13	12-13
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 2011-12		
	MES	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	0.0 %	2.6 %
Master's degree	36.4 %	30.2 %
Bachelor's degree plus 30 or more semester hours	63.6 %	62.5 %
Bachelor's degree	0.0 %	3.9 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,142	\$40,932
Mid-Range Teacher Salary	\$78,570	\$65,424
Highest Teacher Salary	\$95,395	\$84,596
Superintendent Salary	\$216,367	\$204,089
<b>Average Principal Salaries:</b>		
Elementary School	\$125,361	\$106,806
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	39%
Administrative Salaries	4%	5%

### Expenditures Per Student

For the 2010-11 school year, Pleasanton Unified School District spent an average of \$7,543 of total general funds to educate each student (based on 2010-11 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 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
			% Diff.	State	% Diff.
	MES	PUSD	School & Dist.	Avg., Dist. Same Size & Type	School & State
ADA*	680	14318	N/A	N/A	N/A
Total**	\$4,748	\$4,971	95.51	N/A	N/A
Restr.†	\$89	\$188	47.20	N/A	N/A
Unrestr.††	\$4,659	\$4,782	97.42	\$5,455	85.40
Avg. Teacher Salary	\$85,067	\$82,367	103.28	\$68,488	124.21

\* 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 November 2012.

#### Nondiscrimination

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)