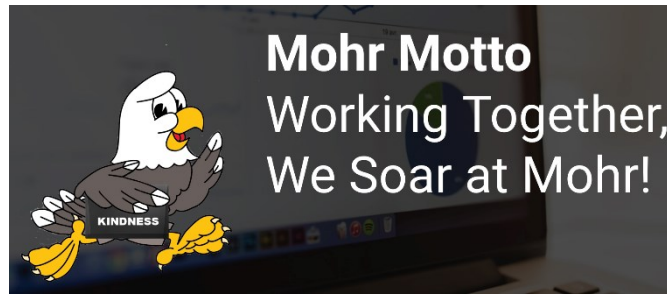


Henry P. Mohr Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Henry P. Mohr Elementary School
Street	3300 Dennis Drive
City, State, Zip	Pleasanton, CA 94588
Phone Number	PH: (925) 426-4256 FAX: (925) 484-9430
Principal	Stephanie Pavlenko
Email Address	spavlenko@pleasantonusd.net
School Website	https://mohr.pleasantonusd.net/
County-District-School (CDS) Code	01 75101 6114318

2022-23 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website Address	www.pleasantonusd.net

2022-23 School Overview

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 575 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. Thirty-one percent of Mohr's student population is made up of unduplicated students with 16% 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 was recognized as a 2020 California Distinguished School and has also been recognized in 2000, 2004, 2010, 2014, and most recently, in 2020. We also earned the Blue Ribbon title in 2005. The school has received an Honorable Mention for Excellence from the California Department of Education in 1998 and 2007. In 2021, Mohr Elementary has been named a National School of Excellence. 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 over the last eight years with an on-going emphasis on Science, Technology, Engineering, Arts, and Math and creativity weaved throughout. We want all students to feel safe and respected. In 2016, we

2022-23 School Overview

launched our Positive Behavioral Intervention Support (PBIS) initiative with a strong focus on student social and emotional growth. The Impact Team, made up of teachers, helped facilitate the shift from coordination during team time focusing on individual student progress. 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	90
Grade 2	93
Grade 3	109
Grade 4	107
Grade 5	109
Total Enrollment	586

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	51.0
American Indian or Alaska Native	0.3
Asian	74.7
Black or African American	1.2
Filipino	2.0
Hispanic or Latino	3.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.2
White	13.3
English Learners	23.9
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	6.7
Students with Disabilities	6.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.60	96.62	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.38	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	29.60	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 Thursday, September 22, 2022, 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 2022-2023.09, 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 2022-23 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.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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	Yes	0
Mathematics	2015 Eureka Math	Yes	0
Science	Twig Education, Inc. 2019	Yes	0
History-Social Science	Teachers' Curriculum Institute, California 2021	Yes	0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017	Yes	

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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 9/18/2021. No emergency repairs were needed and no unsafe conditions were found.

Year and month of the most recent FIT report

11/4/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	81	N/A	78	N/A	47
Mathematics (grades 3-8 and 11)	N/A	85	N/A	73	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	337	301	89.32	10.68	81.40
Female	154	134	87.01	12.99	85.07
Male	183	167	91.26	8.74	78.44
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	255	226	88.63	11.37	85.84
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	63.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	17	89.47	10.53	70.59
White	42	38	90.48	9.52	73.68
English Learners	36	32	88.89	11.11	43.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	17	85.00	15.00	76.47
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	24	96.00	4.00	45.83

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	301	89.05	10.95	85.05
Female	154	133	86.36	13.64	81.95
Male	184	168	91.30	8.70	87.50
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	256	226	88.28	11.72	89.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	17	89.47	10.53	70.59
White	42	38	90.48	9.52	76.32
English Learners	36	32	88.89	11.11	56.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	17	85.00	15.00	64.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	24	96.00	4.00	54.17

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	75	NT	63.15	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	108	98.18	1.82	75
Female	49	49	100	0	69.39
Male	61	59	96.72	3.28	79.66
American Indian or Alaska Native	0	0	0	0	0
Asian	77	75	97.4	2.6	81.33
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100	0	57.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	38.46

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.4	96.4	96.4	96.4	96.4

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 and activities, Room Parents, Classroom Helpers, Office Support, Fundraising Activities, Campus Supervisors, Go Green Team, Garden Educators, Creative Corner

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	625	74	11.8
Female	326	308	40	13.0
Male	337	317	34	10.7
American Indian or Alaska Native	1	1	0	0.0
Asian	503	475	47	9.9
Black or African American	9	8	1	12.5
Filipino	12	10	1	10.0
Hispanic or Latino	23	20	6	30.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	19	19	2	10.5
White	86	82	17	20.7
English Learners	159	154	23	14.9
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	47	42	11	26.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	44	5	11.4

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.40	1.81	2.45
Expulsions	0.00	0.10	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.11	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Henry P. Mohr Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2022.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	11	1	
1	11	10		
2	11	10		
3	28		4	1
4	26		4	
5	33			

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	8	2	
1	22	3	2	1
2	14	5	3	
3	15	5	3	
4	23	2	3	
5	25	2		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	9	1	
1	10	10		
2	19	1	4	
3	18	2	4	
4	18	2	4	
5	22	1	4	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6211.66	147.73	6064.00	105437.00
District	N/A	N/A	6297.00	\$97,495
Percent Difference - School Site and District	N/A	N/A	-3.8	7.8
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-8.4	17.6

2021-22 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,923	\$54,370
Mid-Range Teacher Salary	\$92,764	\$82,681
Highest Teacher Salary	\$113,726	\$106,610
Average Principal Salary (Elementary)	\$147,840	\$135,283
Average Principal Salary (Middle)	\$156,278	\$141,244
Average Principal Salary (High)	\$164,742	\$152,955
Superintendent Salary	\$317,151	\$264,367
Percent of Budget for Teacher Salaries	41%	33%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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 CTMs: Communication, Critical Thinking, Creativity, and Collaboration. We also launched our school-wide focus on 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 analysis. 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 environments to meet the diverse learning needs of our students. Our deliberate pathway for creating a school-wide vision 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 training 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, GAFE (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. We are also working on implementing 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 the 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. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions 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 is encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from department supervisors and district representatives.

As we entered into Shelter in Place in the spring of 2020, teachers spent countless hours designing new lessons, learning a variety of technology skills, and implementing online learning for students in creative and masterful ways. Teachers have learned how to use Zoom/Google Meet for synchronous interactions with students and received professional development on various tools such as SeeSaw, Google Classroom, Slide Deck, Peardeck, Flipgrid, etc.. to support asynchronous work for students. This intentional focus on student engagement has provided rigorous learning experiences for our students.

As we are returning to having students on campus in the 2021-2022 school year, the school focus is to help students return to an emotionally safe, rigorous school environment. The staff at Mohr have been given the opportunity to engage in training for Trauma informed classrooms and social emotional foundational skills. The school district is engaging in professional development for its school leaders in equity training. Teachers in grades 3, 4, and 5 and site Administrators are getting trained in a new English Language Development curriculum; EL Achieve! Teachers and school site administrators have been given the opportunity for training in LETRS which is a research-based, multi-tiered instruction to improve reading results at school sites. Teachers have also had multiple trainings for the new social studies curriculum.

In the 2022-2023 school year, Mohr Elementary is continuing it's studies of EL Achieve and LETRS training. The district is working on a five year plan to train all Elementary teachers in both curriculums. The administrative team is continuing its work and training on Equity and will be training staff at the site.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3