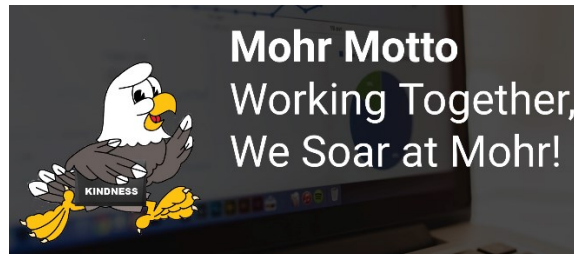


Henry P. Mohr Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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 |

2023-24 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 | www.pleasantonusd.net |

2023-24 School Description and Mission Statement

Mohr 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 ongoing 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 540 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. With this unique population we provide opportunities to celebrate all cultures through performances, conversations, and interactions that honor and appreciate our similarities and differences. We have many opportunities to work with our families who have varied world-wide expectations of education. We do this by building relationships, clear communication, and aligning a vision for student success. Henry P. Mohr has a variety of traditions rooted in best practices. Our students, staff, and families come together, committed to our permanent goal; to see every child soar. Mohr has been recognized as a California Distinguished School in 2000, 2004, 2010, and 2014, and earned the Blue Ribbon title in 2005. It has received Honorable Mention for Excellence from the California Department of Education in 1998 and 2007. These recognitions come from our parent and community partnerships and commitment to innovative teaching practices, specialized programs, enrichment opportunities, response to intervention, and the on-going quest to pursue researched based practices that impact student motivation, learning efficacy, and overall growth.

School Vision

Our vision at Henry P. Mohr has evolved with an on-going emphasis on creativity that is weaved throughout. In 2013, we focused on school climate and building upon community while supporting the PUSD Strategic Plan. In 2014, we emphasized the four C's: Communication, Critical Thinking, Creativity and Collaboration. We also launched our school wide focus in Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.). The S.T.E.A.M. focus prompted several new initiatives to

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 85 |
| Grade 1 | 71 |
| Grade 2 | 96 |
| Grade 3 | 93 |
| Grade 4 | 121 |
| Grade 5 | 113 |
| Total Enrollment | 579 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.1% |
| Male | 49.9% |
| American Indian or Alaska Native | 0.3% |
| Asian | 76.5% |
| Black or African American | 1.4% |
| Filipino | 1.7% |
| Hispanic or Latino | 3.3% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 2.4% |
| White | 14.2% |
| English Learners | 20.6% |
| Socioeconomically Disadvantaged | 5.4% |
| Students with Disabilities | 4.8% |

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) | 25.80 | 100.00 | 551.00 | 90.32 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.30 | 0.72 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 11.70 | 1.92 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 4.70 | 0.78 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 38.10 | 6.25 | 15831.90 | 5.67 |
| Total Teaching Positions | 25.80 | 100.00 | 610.00 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Misassignments | 1.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0 |
| 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 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other 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 28th, 2023, 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 2023-2024.07, 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 2023-24 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 2023

| 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, University of Florida Learning Institute(UFLI) Phonics/2022, 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

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

7/26/2023

| 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: | X | | | |

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 81 | 84 | 78 | 78 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 85 | 88 | 73 | 74 | 33 | 34 |

2022-23 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 | 331 | 325 | 98.19 | 1.81 | 83.69 |
| Female | 163 | 161 | 98.77 | 1.23 | 81.99 |
| Male | 168 | 164 | 97.62 | 2.38 | 85.37 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 263 | 260 | 98.86 | 1.14 | 87.69 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 11 | 100.00 | 0.00 | 63.64 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 40 | 38 | 95.00 | 5.00 | 71.05 |
| English Learners | 36 | 32 | 88.89 | 11.11 | 56.25 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 0.00 | 60.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 15 | 100.00 | 0.00 | 40.00 |

2022-23 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 | 331 | 326 | 98.49 | 1.51 | 88.34 |
| Female | 163 | 161 | 98.77 | 1.23 | 85.71 |
| Male | 168 | 165 | 98.21 | 1.79 | 90.91 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 263 | 258 | 98.10 | 1.90 | 94.57 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 11 | 100.00 | 0.00 | 54.55 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 40 | 40 | 100.00 | 0.00 | 70.00 |
| English Learners | 36 | 34 | 94.44 | 5.56 | 67.65 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 20 | 19 | 95.00 | 5.00 | 68.42 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 15 | 100.00 | 0.00 | 60.00 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 75.00 | 69.03 | 63.15 | 62.89 | 29.47 | 30.29 |

2022-23 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 | 113 | 113 | 100.00 | 0.00 | 69.03 |
| Female | 62 | 62 | 100.00 | 0.00 | 61.29 |
| Male | 51 | 51 | 100.00 | 0.00 | 78.43 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 98 | 98 | 100.00 | 0.00 | 71.43 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 14 | 14 | 100.00 | 0.00 | 7.14 |
| 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 | -- | -- | -- | -- | -- |

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 100% | 100% | 100% | 100% | 100% |

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.

2023-24 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. We encourage all of our parents to engage with us in ways that fit their availability. All parents are invited to conferences once a year to have a conversation with their child's teacher to hear how they are doing and work in partnership on behalf of the child. We have two large events each year that all families are invited to: in the Fall we host the Ice Cream Social and in the Spring we host the Spring Carnival. We work to host events that help the entire community such as the Bike Mobile where students, free of charge, can get their bikes fixed. We work with parents to help them find opportunities to volunteer that fits around their busy schedules. We also host a variety of committees and opportunities each year which include:

COMMITTEES: English Learner Advisory Council (ELAC), Parent Teacher Association (PTA), School Site Council (SSC), 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, Pizza & Bingo with the Principal, Winter reading

In terms of school/home communication we ensure parents stay informed on upcoming events and school activities through the Principal Mohr Memos (biweekly), Coffee with the Principal (three times a year), school website, school marquee, Newsletters, eConnection, and routine teacher communication.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 648 | 615 | 93 | 15.1 |
| Female | 322 | 308 | 44 | 14.3 |
| Male | 326 | 307 | 49 | 16.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 497 | 471 | 60 | 12.7 |
| Black or African American | 9 | 9 | 3 | 33.3 |
| Filipino | 10 | 10 | 0 | 0.0 |
| Hispanic or Latino | 23 | 22 | 8 | 36.4 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 16 | 15 | 5 | 33.3 |
| White | 91 | 86 | 17 | 19.8 |
| English Learners | 139 | 131 | 27 | 20.6 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 42 | 40 | 12 | 30.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 35 | 34 | 7 | 20.6 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.11 | 1.91 | 1.65 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.06 | 0.02 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 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.

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 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 8 | 0 | 0 |
| 1 | 16 | 4 | 2 | 0 |
| 2 | 24 | 0 | 4 | 0 |
| 3 | 23 | 0 | 4 | 0 |
| 4 | 30 | 0 | 4 | 0 |
| 5 | 28 | 0 | 4 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2022-23 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 |

2022-23 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 | 1 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | 7268 | 276 | 6992 | 104796 |
| District | N/A | N/A | 6590 | \$100,390 |
| Percent Difference - School Site and District | N/A | N/A | 5.9 | 7.2 |
| State | N/A | N/A | \$7,607 | \$90,632 |
| Percent Difference - School Site and State | N/A | N/A | 5.9 | 17.0 |

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$66,800 | \$55,550 |
| Mid-Range Teacher Salary | \$96,938 | \$84,645 |
| Highest Teacher Salary | \$118,844 | \$111,284 |
| Average Principal Salary (Elementary) | \$153,163 | \$139,860 |
| Average Principal Salary (Middle) | \$161,905 | \$146,440 |
| Average Principal Salary (High) | \$170,673 | \$158,447 |
| Superintendent Salary | \$340,068 | \$278,268 |
| Percent of Budget for Teacher Salaries | 39.4% | 32.21% |
| Percent of Budget for Administrative Salaries | 6.71% | 4.89% |

Professional Development

Throughout the years, Mohr teachers have been involved in a multitude of training to create well-rounded, knowledgeable teachers. These include training in new curriculum, STEAM, Project Lead the Way, PBIS, and other relevant training to support today's youth.

This year, 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. The district is working on a five year plan to train all Elementary teachers in both curriculums. The staff have also been trained on our new SIS platform; Synergy.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |