

# Pleasanton Unified School District Thomas S. Hart Middle School

Grades 6 through 8  
Terry Conde, Principal



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## 2012-13 School Accountability Report Card *Published January 2014*

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### Website Address

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

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PLEASANTON UNIFIED SCHOOL DISTRICT  
STRATEGIC PLAN



## Principal's Message

Thomas S. Hart Middle School, a California Distinguished School, is an exciting place to learn. When students enter Hart Middle School, they find beautiful state-of-the-art classrooms and a warm welcoming staff eager to use both in-class and out-of-class opportunities to develop a sense of community and to make sure that every student feels important and connected to the school.

Our excellent staff is known for their desire to teach middle school students and for their high degree of expertise and professionalism. Hart staff is eager to take on the challenge of creating a community of learners. Our API, CST, and STAR scores are indications that Hart students are on the road to success. As in past years, the school's API report shows Hart continues to make steady and sustained growth in student achievement. As the data shows, Hart Middle School has much to celebrate, validated not only by the significant increase in scores throughout its history, but the consistency with which those increases have been achieved. Clearly, Hart staff and students strive for continuous improvement.

Hart Middle School has a shared decision-making process that includes staff, parents, and students. School-wide information is distributed through PTSA, School Site Council, and the Student Council, Back to School Night, Parent/Student Handbook, phone calls, Hart website, e-mail, teacher websites, Zangle, Principal's Coffee, and the school newsletter. Parents are invited to become active member of Hart Middle School by participating in School Site Council, PTSA and many other volunteer opportunities. Active present participation and positive support of the programs and teachers at Hart Middle School create a more successful experience for all students.

Character education is embedded in all of our daily activities of classroom curriculum, and extra-curricular activities. Our curriculum reflects our dedication to teaching our students that caring for each other, and our community is one part of becoming responsible young adults. Since its inception in 2000, Hart is a special place to be. Our standards are high, not only for the students, but for ourselves as educators. We constantly strive to provide an atmosphere of academic excellence and civic responsibility for our students each and every day.

## Mission Statement

In following the inspirational ideals and high standards of our namesake, Thomas S. Hart, the staff is committed to creating an environment for our students that fosters integrity, responsibility and respect for others. We strive to prepare our students for continued academic success, as they learn to become accepting of our increasingly global society.

The goal of the faculty and staff at Hart Middle School is to form a partnership with parents and students that will create an educational atmosphere that promotes academic and social preparedness. We provide an instructional program and support structure that addresses the academic and social needs of all students, from those at risk to those identified as gifted. The comprehensive standards-based curriculum is designed to enhance academic achievement and character development, as we encourage, responsibility, teacher organization, and enhance student self-esteem. Middle school is a transitional educational period. Hart Middle School is committed to facilitate this transition, as we prepare students to become well-rounded members of society.

## School Profile

Thomas S. Hart Middle School is located in the northern region of Pleasanton and serves students in grades six through eight following a traditional calendar. At the beginning of the 2012-13 school year, 1114 students were enrolled, including 11% in special education, 6% qualifying for English Language Learner support, and 6% qualifying for free or reduced price lunch. Thomas S. Hart Middle School achieved a 2013 Academic Performance Index (API) score of 917.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	2.90%	Grade 6	384
Amer. Indian or Alaskan Native	0.40%	Grade 7	367
Asian	31.70%	Grade 8	363
Filipino	4.90%		
Hisp. or Latino	8.30%		
Pacific Islander	0.40%		
Caucasian	47.70%		
Multi-Racial	3.70%		
Total Enrollment			1,114

# Student Achievement

## Standardized State Assessments

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

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Thomas S. Hart Middle School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	83	87	83	82	84	82	54	56	55
Math	71	74	74	72	73	72	50	50	50
Science	89	93	92	86	89	87	57	60	59
Social Science	76	77	79	79	80	81	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13							
	Thomas S. Hart Middle School						
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial Pacific Islander
Language Arts	61		95	80	91	64	
Math	40		92	69	75	50	
Science	64		98	92	96	82	
Social Science	45		94	76	80	50	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13							
	PUSD	Thomas S. Hart Middle School					
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities Migrant Educ.
Lang. Arts	82	83	80	87	20	67	44
Math	72	74	75	73	35	47	28
Science	87	92	93	92		80	63
Social Science	81	79	79	79		53	39

## Physical Fitness

In the spring of each year, Thomas S. Hart Middle School is required by the state to administer a physical fitness test to all students in grade seven. 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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	18.5%	32.9%	36%

## 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			
	2010	2011	2012
Statewide Rank	10	10	10
Similar Schools Rank	4	4	4

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	8	13	-6
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	5	1	8
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	6	9	-13
<b>Other Subgroups</b>			
Students with Disabilities	20	-11	-10
Economically Disadvantaged	*	*	*
English Learners	*	*	*

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	TSHMS		PUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	1,076	917	11,311	910	465,598	790
Students with Disabilities	125	691	1,353	732	527,476	615
Economically Disadvantaged	66	816	797	778	277,464	743
English Learners	60	836	1,094	852	148,231	721
African-Amer.	28	759	219	806	296,463	708
Amer. Indian or Alaskan Native	4		47	795	30,394	743
Asian	340	987	3,559	969	406,527	906
Filipino	54	921	273	911	121,054	867
Hisp. or Latino	92	814	1,026	802	243,895	744
Multi-Racial	39	935	355	899		
Pacific Islander	5		36	805	25,351	774
Caucasian	514	896	5,796	899	120,012	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

## 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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% 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 770 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 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	TSHMS	PUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	Yes

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

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Thomas S. Hart Middle 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		
	TSHMS	PUSD
PI Status	N/A	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 2
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.0%

N/A = not participating in Title I Program

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school website, Zangle Parent Connection, the daily bulletin on the district website, an electronic newsletter, and the student organizer. Contact Alina Alatoree at (925) 426-3102 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone  
Classroom Helper  
School Clubs  
Dance Supervisor  
Preparing Electronic Newsletter  
Fundraising  
AVID Tutors  
Spartan Tutors

### Committees

English Learner Advisory Council  
GATE Advisory Council  
Parent Teacher Student Association  
School Site Council  
EQUITY Committee

### School Activities

Athletic Events  
Library Book Fair  
Swing Dance Competition  
Rummage Sale  
Construction Projects  
Fundraisers  
Coaching and Mentoring  
Student Clubs  
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. Thomas S. Hart Middle School's original facilities were built in 2000; 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. In the last 12 months, the following improvements have been completed:

- Repair exterior of campus

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. Two day custodians and two evening custodians are assigned to Thomas S. Hart Middle School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup

- Groundskeeping
- Restroom cleaning
- Set-up/Tear down

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Activity setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2000
Acreage	18.97
Square Footage	122,880
	<b>Quantity</b>
Permanent Classrooms	48
Portable Classrooms	4
Restrooms (sets)	7
Band Room	1
Computer Lab(s)	2
Gymnasium(s)	1
Staff Lounge(s)	2
Multipurpose Room(s)	1
Library	1
Art Classroom	1
Chorus Room	1
Home Economics Classroom	1
Industrial Technology Lab	1
Locker Rooms	2
Science Laboratory Classrooms	7

## Deferred Maintenance

Thomas S. Hart Middle 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 2012-13 school year, Thomas S. Hart Middle School received \$9,815 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Other Systems

## Facilities Inspection

The district's maintenance department inspects Thomas S. Hart Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Thomas S. Hart Middle 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 Monday, October 28, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, October 28, 2013			
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
(3)	B Building North (classrooms) - Window exteriors need to be repainted, starting to peel and rust.
(14)	B Building North (classrooms) - Need roof access ladder to access roof safely.

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, administrators, teachers, and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Thomas S. Hart Middle 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 Thomas S. Hart Middle 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 2013.

## Classroom Environment

### Discipline & Climate for Learning

Thomas S. Hart Middle 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			
	TSHMS		
	10-11	11-12	12-13
Suspensions (#)	68	68	46
Suspensions (%)	6.27 %	6.37 %	4.13 %
Expulsions (#)	2	0	0
Expulsions (%)	0.18 %	0.00 %	0.00 %
PUSD Middle Schools			
Suspensions (#)	188	154	161
Suspensions (%)	5.42 %	4.40 %	4.55 %
Expulsions (#)	4	0	0
Expulsions (%)	0.12 %	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.*

## Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, 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.

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2010-11		
		Number of Classrooms		
		1-22	23-32	33+
English	28.5	5	9	12
Math	24.8	6	21	3
Science	32.8	*	5	17
Social Science	32.1	*	8	15
Subject	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-22	23-32	33+
English	27.5	5	8	13
Math	24.8	9	13	6
Science	31.3	1	9	13
Social Science	32.0	1	8	13
Subject	Avg. Class Size	2012-13		
		Number of Classrooms		
		1-22	23-32	33+
English	29.0	4	8	14
Math	24.0	11	12	7
Science	28.0	5	12	9
Social Science	33.0	*	7	15

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Thomas S. Hart Middle School revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Thomas S. Hart Middle School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- Interventions
- Classroom Management
- Motivating Students
- Student Stress
- Professional Learning Communities
- Vocabulary

- Technology
- AVID (Advancement Via Individual Determination)
- Achievement Gap
- Service Learning and Beyond
- Character Education Training
- Professional Learning Community (PLC)
- Common Core Assessments
- 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. Thomas S. Hart Middle 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 2012-13 school year, Thomas S. Hart Middle School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Attention Deficit: Engaging Strategies for Active Learners
- Super School Science Seminars
- "By Teachers For Teachers"
- Understanding YouTube and Citizenship
- Learning Circles
- Special Education Job Alike
- Becoming a Professional Learning Community
- OARS Training
- Integrated Conference - Improving Education with Technology
- ProAct Training (Special Ed)
- Fall CUE Conference
- Implementing iCommunication in the Classroom
- Turning Point Collaboration
- SMART Boards Training
- Bridging the Achievement Gap Using SMART Technologies
- Master of Arts in Teaching Leadership Program

Thomas S. Hart Middle 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		
2010-11	2011-12	2012-13
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Thomas S. Hart Middle 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 (SBE). 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 10, 2013, 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. 2013.14.03 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 2013-14 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>Foreign Languages</b>		
2005	Pearson Prentice Hall, <i>Realidades Student Edition - Levels A &amp; B</i>	0 %
<b>History-Social Science</b>		
2007	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
2007	McDougal Littell, <i>Creating America</i>	0 %
2007	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
<b>Language Arts</b>		
2004	Holt, <i>Holt Literature &amp; Language Arts</i>	0 %
<b>Math</b>		
2008	Holt, <i>Algebra 1 &amp; 2</i>	0 %
2008	Holt, <i>Geometry</i>	0 %
2008	Holt, <i>Middle School Math</i>	0 %
2008	Holt, <i>Pre-Algebra</i>	0 %
<b>Science</b>		
2007	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## School Leadership

The administrative team is comprised of the principal and two vice principals, who work closely with the leadership team, teachers, the counselor, and school staff to provide a standards-based instructional program. Principal Terry Conde is responsible for the day-to-day operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the vice principals based upon individual strengths and expertise. The vice principals take a prominent role in managing student discipline, campus supervision, assessment coordination, STAR programs, athletics, school site council, and promotions. Also coordinating efforts with the Principal is the Leadership Team, comprised of the principal, vice principals, and department chairs. The Leadership Team meets monthly throughout the year to evaluate effectiveness of instruction programs and implement strategies that increase student proficiency.

Principal Terry Conde has been in the educational field for 22 years and serving Thomas S. Hart Middle School for 3 years (as of 2012-13). Previous positions held in other schools include: vice principal and classroom teacher. Principal Terry Conde holds a bachelor's degree in biology and a master's degree in Educational Leadership.

## Professional Staff

### Counseling & Support Staff

Thomas S. Hart Middle 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 Thomas S. Hart Middle 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) 2012-13		
	No. of Staff	FTE
Counselor	2	2.0
Health Clerk	1	0.5
Hearing Therapist	1	*
Library Clerk	1	0.5
Nurse	1	*
Psychologist	1	0.4
Speech Therapist	1	1.0

\* as needed

Counselor-to-Student Ratio: 1:557

FTE = Full-Time Equivalent

## Teacher Assignment

During the 2012-13 school year, Thomas S. Hart Middle School had 49 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Thomas S. Hart Middle School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	TSHMS			PUSD
	10-11	11-12	12-13	12-13
Total Teachers	51	50	49	617
Teachers with full credentials	51	49	49	612
Teachers without full credentials	0	1	0	5
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
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)			
	TSHMS		PUSD
	13-14	13-14	13-14
Total teacher misassignments	0	0	0
Teacher misassignments for English learners	0	0	0
Teacher vacancies	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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,646	\$40,933
Mid-Range Teacher Salary	\$80,752	\$65,087
Highest Teacher Salary	\$98,045	\$84,436
Superintendent Salary	\$217,041	\$207,812
<b>Average Principal Salaries:</b>		
Middle School	\$131,434	\$111,205
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	49.8%	39.8%
Administrative Salaries	4.74%	5.1%

## Expenditures Per Student

For the 2011-12 school year, Pleasanton Unified School District spent an average of \$7,852 of total general funds to educate each student (based on 2011-12 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 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Transportation
- Transportation: Special Education
- Vocational Programs
- Other Local: Locally defined
- Education Jobs Fund

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	TSHMS	PUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1038	N/A	N/A	N/A	N/A
Total**	\$5,140	N/A	N/A	N/A	N/A
Restr.†	\$219	N/A	N/A	N/A	N/A
Unrestr.††	\$4,921	\$4,901	100.41	\$5,537	88.88
Avg. Teacher Salary	\$87,423	\$84,861	103.02	\$68,841	126.99

\* 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 Thomas S. Hart Middle 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 Thomas S. Hart Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Thomas S. Hart Middle 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 section were acquired in December 2013. Data to prepare the school facilities section were acquired in November 2013.

## 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)