

Pleasanton Unified School District Thomas S. Hart Middle School

Grades 6 through 8
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2013-14 School Accountability Report Card *Published January 2015*

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PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN

MISSION
Our students will make a better world.

VISION
Every student will be a resourceful, resilient,
responsible and engaged world citizen.

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. 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 2013-14 school year, 1,112 students were enrolled, including 9.7% in special education, 2.9% qualifying for English Language Learner support, and 7.4% qualifying for free or reduced price lunch.

| Student Enrollment by Ethnicity / Grade Level 2013-14 | | | |
|--|--------|-------------|-------|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 2.90% | Grade 6 | 348 |
| Amer. Indian or Alaskan Native | 0.40% | Grade 7 | 390 |
| Asian | 34.40% | Grade 8 | 374 |
| Filipino | 3.80% | | |
| Hisp. or Latino | 8.60% | | |
| Pacific Islander | 0.70% | | |
| Caucasian | 45.50% | | |
| Multi-Racial | 3.70% | | |
| Total Enrollment | | | 1,112 |

Student Achievement

Standardized State Assessments

Students at Thomas S. Hart Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Thomas S. Hart Middle School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST, CMA, and CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

| 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 |
| English | | | | | | | | | |
| Language Arts | 83 | 87 | 83 | 82 | 84 | 82 | 54 | 56 | 55 |
| Mathematics | 71 | 74 | 74 | 72 | 73 | 72 | 49 | 50 | 50 |
| Social Science | 76 | 77 | 79 | 79 | 80 | 81 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

| California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|------------|-------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | Thomas S. Hart Middle School | | | District | | | California | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science (grades 5, 8, and 10) | 93 | 92 | 95 | 88 | 87 | 89 | 60 | 59 | 60 |

| California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14) | |
|---|--|
| Group | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |
| All Students (District) | 89 |
| All Students (School) | 95 |
| Male | 95 |
| Female | 95 |
| African-Amer. | |
| Amer. Indian or Alaskan Native | |
| Asian | 100 |
| Filipino | |
| Hisp. or Latino | 92 |
| Pacific Islander | |
| Caucasian | 94 |
| Multi-Racial | 77 |
| English Learners | |
| Economically Disadvantaged | 84 |
| Migrant Educ. | |
| Students with Disabilities | 71 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

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 2013-14 | | | |
|---|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Seventh | 11.9% | 25.6% | 52.2% |

Note: 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.

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 | | | |
|--|------|------|------|
| | 2011 | 2012 | 2013 |
| Statewide Rank | 10 | 10 | 10 |
| Similar Schools Rank | 4 | 4 | 4 |

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| 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 |
| Ethnic Subgroups | | | |
| African-Amer. | * | * | * |
| Amer. Indian or Alaskan Native | * | * | * |
| Asian | 5 | 1 | 8 |
| Filipino | * | * | * |
| Hisp. or Latino | * | * | * |
| Multi-Racial | * | * | * |
| Pacific Islander | * | * | * |
| Caucasian | 6 | 9 | -13 |
| Other Subgroups | | | |
| 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

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

| Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14 | | |
|--|------|------|
| <i>Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?</i> | | |
| AYP Indicator | Site | PUSD |
| Overall Results | * | * |
| Participation Rate | | |
| English Language Arts | * | * |
| Mathematics | * | * |
| Percent Proficient | | |
| English Language Arts | * | * |
| Mathematics | * | * |
| Met API Criteria | * | * |
| Graduation Rate | N/A | N/A |

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

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 2013-14, 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/.

| Title I Program Improvement (PI) Status 2014-15 | | |
|--|-----------|-----------|
| | Site | PUSD |
| PI Status | Not in PI | In PI |
| First Year of PI | N/A | 2012-2013 |
| Year in PI | N/A | Year 2 |
| No. of Schools Currently in PI | | 3 |
| % of Schools Currently in PI | | 20.0% |

Note: Cells with N/A values do not require data.

*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts;

Academic Performance Index, including API chart; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

Hart Middle School has a shared decision-making process that includes staff, parents and students. School wide information is distributed through the PTSA, School Site Council, the Student Council, Back to School Night, Parent-Student Handbook, phone calls, Hart website, email, teacher websites, Qshell (Zangle) Connection, Gmail group, Daily bulletin, District Website, Principal Coffees, and the school newsletter. Parents are invited to become active members of HMS by participating in School Site Council, PTSA and many other volunteer opportunities. The PTSA offers several opportunities for involvement throughout its sponsored events as the Magazine Drive, Family Nights at Eddie Papa's, the Walk-a-Thon, Cookie Fundraiser, Volunteers for Teachers and the PTSA monthly meetings. Active parent participation and positive support of the programs and teachers at Hart Middle School create a more successful experience for all students.

For additional information about organized opportunities for parent involvement at Hart Middle School, please contact the school at 925-426-3102.

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:

- Addition of new fence around school

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 |
| | Quantity |
| 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 2013-14 school year, Thomas S. Hart Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Thursday, October 09, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status Most Recent Inspection: Thursday, October 09, 2014 | | | |
|--|---------------|------|------|
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| 1. Gas Leaks | ✓ | | |
| 2. Mechanical Systems | ✓ | | |
| 3. Windows/ Doors/ Gates (Interior and Exterior) | ✓ | | |
| 4. Interior Surfaces (Walls, Floors, & Ceilings) | ✓ | | |
| 5. Hazardous Materials (Interior & Exterior) | ✓ | | |
| 6. Structural Damage | ✓ | | |
| 7. Fire Safety | ✓ | | |
| 8. Electrical (Interior & Exterior) | ✓ | | |
| 9. Pest/ Vermin Infestation | ✓ | | |
| 10. Drinking Fountains (Interior & Exterior) | ✓ | | |
| 11. Restroom | ✓ | | |
| 12. Sewer | ✓ | | |
| 13. Playgrounds/ School Grounds | ✓ | | |
| 14. Roofs | ✓ | | |
| 15. Overall Cleanliness | ✓ | | |

| Overall Summary of School Facility Good Repair Status | | | |
|---|------|------|------|
| Exemplary | Good | Fair | Poor |
| ✔ | | | |

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, 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 2014.

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 | | | |
|--------------------------|------------|--------|--------|
| | 11-12 | 12-13 | 13-14 |
| | Site | | |
| # of Students Suspended | 44 | 33 | 27 |
| # of Students Expelled | 0 | 0 | 1 |
| | PUSD | | |
| # of Students Suspended | 471 | 324 | 331 |
| # of Students Expelled | 4 | 4 | 11 |
| | California | | |
| # of Students Suspended | 366629 | 329370 | 279383 |
| # of Students Expelled | 9553 | 8266 | 6611 |

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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 | 2011-12 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 27.5 | 5 | 8 | 13 |
| Mathematics | 24.8 | 9 | 13 | 6 |
| Science | 31.3 | 1 | 9 | 13 |
| Social Science | 32.0 | 1 | 8 | 13 |
| Subject | 2012-13 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 29.0 | 4 | 8 | 14 |
| Mathematics | 24.0 | 11 | 12 | 7 |
| Science | 28.0 | 5 | 12 | 9 |
| Social Science | 33.0 | | 7 | 15 |
| Subject | 2013-14 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 27.0 | 6 | 15 | 9 |
| Mathematics | 22.0 | 18 | 7 | 10 |
| Science | 28.0 | 2 | 18 | 7 |
| Social Science | 30.0 | | 17 | 8 |

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Thomas S. Hart Middle School revolve around the Common Core State Standards. During the 2013-14 school year, Thomas S. Hart Middle School held staff development devoted to:

- Data Analysis
- Instructional Strategies
- Interventions
- Motivating Students
- GLAD (Guided Language Acquisition Design) Strategies
- Close Reading & Academic Vocabulary
- Technology
- AVID (Advancement Via Individual Determination) Strategies
- Achievement Gap
- Character Education Training
- 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 2013-14 school year, Thomas S. Hart Middle School's teachers attended the following events hosted by the Pleasanton Unified School District:

- SMART Boards
- Bridging the Achievement Gap Using SMART Technologies and Treasures/Tesoros
- Implementing iCommunication in the Classroom

- Special Education Job Alike
- Getting Started with Google Sites
- Technical Writing for Science Class
- Greater Good Summer Institute for Educators
- Learning Circles Seminar Series
- CHSSP (California History/Social Studies Project)
- Google in Education California Summit
- Universal Design for Learning (UDL) and the Common Core Standards
- IntegratED Conference - Improving Education with Technology
- World Language Collaboration
- Math Articulation from Middle to High School
- Standards of Mathematical Practice

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 | | |
|--|---------|---------|
| 2011-12 | 2012-13 | 2013-14 |
| 3 | 3 | 3 |

Instructional Materials

All textbooks used in the core curriculum at Thomas S. Hart Middle School are currently being aligned to the Common Core 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 Tuesday, November 18, 2014, 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 2014-2015.08 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 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 |
| English Language Arts | | |
| 2004 | Holt, <i>Holt Literature & Language Arts</i> | 0 % |
| Foreign Languages | | |
| 2005 | Pearson Prentice Hall, <i>Realidades Student Edition - Levels A & B</i> | 0 % |
| History-Social Science | | |
| 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 % |
| Mathematics | | |
| 2008 | Holt, <i>Algebra 1 & 2</i> | 0 % |
| 2008 | Holt, <i>Geometry</i> | 0 % |
| 2008 | Holt, <i>Middle School Math</i> | 0 % |
| 2008 | Holt, <i>Pre-Algebra</i> | 0 % |
| Science | | |
| 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 24 years and serving Thomas S. Hart Middle School for four years (as of 2013-14). 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) 2013-14 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Academic 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: 1:556

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Thomas S. Hart Middle School had 47 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 2013-14 | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Thomas S. Hart Middle School | 100.0 % | 0.0 % |
| District Totals | | |
| All Schools | 100.0 % | 0.0 % |
| High-Poverty | 0.0 % | 0.0 % |
| Low-Poverty | 100.0 % | 0.0 % |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

| Teacher Credentials & Assignments | | | | |
|---|-------|-------|-------|-------|
| | Site | | | PUSD |
| | 12-13 | 13-14 | 14-15 | 14-15 |
| Total Teachers | 49 | 49 | 49 | 672 |
| Teachers with full credentials | 49 | 47 | 48 | 667 |
| Teachers without full credentials | 0 | 2 | 1 | 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 | 1 | 1 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

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: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2012-13 | | |
|------------------------------------|-----------|---|
| | PUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$55,646 | \$41,318 |
| Mid-Range Teacher Salary | \$80,752 | \$65,615 |
| Highest Teacher Salary | \$98,045 | \$84,981 |
| Superintendent Salary | \$220,000 | \$206,292 |
| Average Principal Salaries: | | |
| Middle School | \$134,159 | \$112,817 |
| Percentage of Budget: | | |
| Teacher Salaries | 49% | 40% |
| Administrative Salaries | 5% | 5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2012-13 school year, Pleasanton Unified School District spent an average of \$7,838 of total general funds to educate each student (based on 2012-13 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/ and 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 2012-13 school year, the district received categorical, special education, and support programs funds for:

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

| Expense of Education Per Pupil 2012-13 | | | | | |
|---|---------------------------|----------|------------------------------|------------------------------|------------------------------|
| | Dollars Spent per Student | | | | |
| | Site | PUSD | % Diff. School & Dist. | State Avg., | % Diff. School & State |
| | | | | Dist. Same Size & Type | |
| ADA* | 1068 | N/A | N/A | N/A | N/A |
| Total** | \$5,169 | N/A | N/A | N/A | N/A |
| Restr.† | \$323 | N/A | N/A | N/A | N/A |
| Unrestr.†† | \$4,845 | \$4,854 | 99.81 | \$4,690 | 103.31 |
| Avg. Teacher Salary | \$86,506 | \$85,446 | 101.24 | \$69,360 | 124.72 |

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

Note: Cells with N/A values do not require data.

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 2014. Data to prepare the school facilities section were acquired in November 2014.

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)