



Thomas S. Hart Middle School

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Pleasanton Unified School District

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Principal's Message

Thomas S. Hart Middle School opened its doors to students in August of 2000. Hart Middle School was named after Thomas S. Hart, a well-loved teacher, principal and Superintendent of the Pleasanton Unified School District. In following the ideals and 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. In partnership with the parents of Thomas Hart students, we will strive to prepare our students for continued academic success, to become respectful and accepting of our increasingly diverse society. The staff consists of 1 principal, 2 vice principals, 65 teachers, 7 instructional aids, 3 counselors, 1 speech therapist, 1 school psychologist, 13 support staff, and 7 part-time campus monitors. Students receive core instruction in English, History, Math, Science and Physical Education. Additionally, students have elective choices in Foreign Language, Art, Culinary Skills, Drama, and STEM programs. We offer 1 self-contained SDC classroom supporting Mild to Moderate SPED students. Our SPED students resource students receive targeted support in collaborative teaching settings, lab classes, and general education settings with the support of an aide. All classrooms are equipped with document cameras and LCD projectors. The school has a computer lab with 36 desktop computers and 2 mobile Chromebook carts. All ELA/History block classes are equipped with 17 Chrome Books.

The goal of the faculty and staff at Thomas Hart Middle School is to form a partnership with parents/guardians and students that will create an educational atmosphere that promotes academic and social preparedness for the 21st century. The comprehensive Common Core curriculum is designed to foster academic achievement, encourage responsibility, teach organization and develop self-esteem. We recognize that middle school is a transitional educational and emotional period for students and parents alike. We are committed to facilitating and supporting this transition.

In 2015, Hart Middle School was recognized as a California Gold Ribbon School. The Gold Ribbon awards recognize California schools that have made gains in implementing the academic content and performance standards adopted by the State Board of Education. A significant part of this recognition focused on the Project Lead the Way program, providing college and career readiness skills for students in the areas of technology and engineering.

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. In partnership with the parents of Thomas S. Hart students, we strive to prepare our students for continued academic success, to become respectful and accepting of our increasingly diverse 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 end of the 2016-17 school year, 1,250 students were enrolled. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	430
Grade 7	408
Grade 8	405
Total Enrollment	1,243

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.1
Asian	42.2
Filipino	3.1
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	0.4
White	37.9
Two or More Races	6.8
Socioeconomically Disadvantaged	6.4
English Learners	5.1
Students with Disabilities	8.4
Foster Youth	0

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.

Teacher Credentials			
Thomas S. Hart Middle School	15-16	16-17	17-18
With Full Credential	54	48	60
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	653
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Thomas S. Hart Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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, September 26, 2017, 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 2017-2018.06 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 2017-18 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 and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 McGraw Hill - Study Sync, National Geographic/Cengage - Inside, Houghton Mifflin- English 3D The textbooks listed are from most recent adoption: Yes
Mathematics	2015 California GoMath!, 2015 HMH Algebra 1, 2015 HMH Geometry The textbooks listed are from most recent adoption: Yes
Science	2007 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science The textbooks listed are from most recent adoption: Yes
History-Social Science	2007 Glencoe/McGraw-Hill, Glencoe Discovering our Past 2007 McDougal Littell, Creating America 2007 Teachers' Curriculum Institute, History Alive! California Middle Schools Program The textbooks listed are from most recent adoption: Yes
Foreign Language	2005 Pearson Prentice Hall, Realidades Student Edition - Levels A & B

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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. 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
- Grounds-keeping
- 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.

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.

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 May 8, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 5/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		B Building South 1st Floor: Bathrooms are not clean. B Building South 2nd Floor: Bathrooms are not clean.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	78	79	80	80	48	48
Math	72	74	76	76	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	373	365	97.9	89.0
Male	218	216	99.1	89.8
Female	155	149	96.1	87.9
Asian	139	138	99.3	95.7
Hispanic or Latino	36	34	94.4	85.3
White	166	163	98.2	87.7
Socioeconomically Disadvantaged	29	28	96.6	64.3
English Learners	13	12	92.3	58.3
Students with Disabilities	28	28	100.0	64.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	91	89	86	86	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.9	23.1	56.3

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,248	1,222	97.92	79.38
Male	650	634	97.54	75.39
Female	598	588	98.33	83.67
Black or African American	25	25	100	60
American Indian or Alaska Native	--	--	--	--
Asian	531	525	98.87	88.38
Filipino	31	31	100	83.87
Hispanic or Latino	97	96	98.97	62.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	470	452	96.17	73.89
Two or More Races	89	88	98.88	77.27
Socioeconomically Disadvantaged	82	80	97.56	55
English Learners	105	101	96.19	52.48
Students with Disabilities	107	100	93.46	22

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,248	1,225	98.16	74.29
Male	650	636	97.85	74.06
Female	598	589	98.49	74.53
Black or African American	25	25	100	40
American Indian or Alaska Native	--	--	--	--
Asian	531	525	98.87	90.1
Filipino	31	31	100	74.19
Hispanic or Latino	97	97	100	43.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	470	454	96.6	64.76
Two or More Races	89	88	98.88	73.86
Socioeconomically Disadvantaged	82	81	98.78	45.68
English Learners	105	104	99.05	59.62
Students with Disabilities	107	101	94.39	14.85

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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, English Learner Advisory Council, the Student Council, Back to School Night, Parent-Student Handbook, phone calls, Hart website, email, teacher websites, Q Connection, Gmail group, Daily bulletin, District Website, Principal's Coffee, and The Weekly Woof, the school's 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 Staff vs. Student Basketball Game, Fundraisers, 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.

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.

School Safety Plan

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 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.8	2.4	4.2
Expulsions Rate	0.0	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.5	2.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist	3
Other	0.5
Average Number of Students per Staff Member	
Academic Counselor	475

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	25	25	4	9	8	13	16	22	11	6	4
Mathematics	12	15	12	6	5	7						
Science	32	31	33		1		9	16	11	15	8	14
Social Science	32	29	30	1	2	3	8	15	12	15	9	12

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

Professional Development provided for Teachers

Professional development is provided for all staff. This year, we focused on increasing the use of technology to create a more blended learning environment. Additional professional development was provided that focused on student engagement, collaboration, and academic discourse. Many staff participated in district lead professional development that focused on Professional Learning Communities, Universal Design for Learning, Response to Intervention and Positive Behavior Intervention and Support. This professional development was offered in order to support our new ELA curriculum adoption.

Teachers collaborate four times monthly during time set aside for professional development at Wednesday collaborations. Additionally, teachers have requested and have been provided with release time to plan as a department and have received PD from instructional coaches, especially in the area of Math and ELA. Instructional coaches are available for use by teachers upon their request. Two job embedded trainings that focused on blended learning were offered this year to provide additional support to teachers. The topics of collaboration vary but focused on blended learning, Hyperdocs, SRO presentations, discipline, safety and PBIS.

We are in the second year of newly-adopted Mathematics materials and Math pathways that are CCSS aligned. Professional development opportunities are provided to allow teachers in all curricular areas, as well as site counselors and classified instructional support staff, to continue growing their capacity with these new standards.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,505	\$48,522
Mid-Range Teacher Salary	\$86,352	\$75,065
Highest Teacher Salary	\$105,865	\$94,688
Average Principal Salary (ES)	\$130,029	\$119,876
Average Principal Salary (MS)	\$141,795	\$126,749
Average Principal Salary (HS)	\$149,196	\$135,830
Superintendent Salary	\$220,000	\$232,390
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

FY16-17

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Educator Effectiveness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Vocational Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,557	\$243	\$5,314	\$85,390
District	♦	♦	\$5,749	\$90,207
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-7.6	-5.0
Percent Difference: School Site/ State			-19.2	9.7

* Cells with ♦ do not require data.