



# Thomas S. Hart Middle School

4433 Willow Road • Pleasanton, CA 94588 • PH: (925) 426-3102 FAX: (925) 460-0799 • Grades 6-8

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### **Pleasanton Unified School District**

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#### District Governing Board

Jamie Hintzke, President  
Mark Miller, Vice President  
Valerie Arkin, Member  
Joan Laursen, Member  
Chris Grant, Member

#### District Administration

Jim Hansen, Interim Superintendent  
**Superintendent**  
Luz T. Cazares  
**Deputy Superintendent,  
Business Services**

Odie J. Douglas, Ed.D  
**Assistant Superintendent,  
Educational Services**

Dianne Howell  
**Assistant Superintendent,  
Human Resources**

### **Principal's Message**

Thomas S. Hart Middle School, a California Gold Ribbon School, is an exciting place to learn. When students enter Thomas S. 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.

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 Thomas S. 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. 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.

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 for the 21st century. 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, teach 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 2014-15 school year, 1,154 students were enrolled, including 9.5% in special education, 2.6% qualifying for English Language Learner support, and 7.4% qualifying for free or reduced price lunch. 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 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 at PH: (925) 426-3102 FAX: (925) 460-0799 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	397
Grade 7	362
Grade 8	405
<b>Total Enrollment</b>	<b>1,164</b>

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	35.6
Filipino	4
Hispanic or Latino	8.7
Native Hawaiian or Pacific Islander	0.6
White	44.3
Two or More Races	3.7
Socioeconomically Disadvantaged	6.1
English Learners	2.6
Students with Disabilities	9.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
<b>With Full Credential</b>	47	48	55
<b>Without Full Credential</b>	2	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Pleasanton Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	◆	◆	653
<b>Without Full Credential</b>	◆	◆	9
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School

Thomas S. Hart Middle School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	1	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.

## Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	95.1	5.0
Districtwide		
<b>All Schools</b>	99.1	0.9
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	99.1	0.9

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 SARCs 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 and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2004 Holt, Holt Literature & Language Arts <b>The textbooks listed are from most recent adoption:</b> Yes
Mathematics	2015 California GoMath!, 2015 HMH Algebra 1, 2015 HMH Geometry <b>The textbooks listed are from most recent adoption:</b> Yes
Science	2007 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science <b>The textbooks listed are from most recent adoption:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes
Foreign Language	2005 Pearson Prentice Hall, Realidades Student Edition - Levels A & B

### 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 December 22, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, 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: December 22, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	77	80	44
Math	70	72	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	92	95	91	87	88	86	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.10	31.10	44.60

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	91
Male	93
Female	89
Black or African American	87
Asian	97
Filipino	95
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	--

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	89
Two or More Races	82
Socioeconomically Disadvantaged	60
English Learners	--
Students with Disabilities	70
Foster Youth	--

\* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	393	388	98.7	11	14	38	37
	7	364	358	98.4	6	19	47	27
	8	408	399	97.8	4	17	42	37
Male	6		204	51.9	14	14	40	32
	7		216	59.3	7	19	47	26
	8		223	54.7	5	19	39	36
Female	6		184	46.8	8	13	36	43
	7		142	39.0	5	18	49	29
	8		176	43.1	1	14	47	39
Black or African American	6		9	2.3	--	--	--	--
	7		7	1.9	--	--	--	--
	8		16	3.9	6	38	38	19
American Indian or Alaska Native	7		3	0.8	--	--	--	--
Asian	6		137	34.9	4	8	28	60
	7		137	37.6	1	9	44	46
	8		139	34.1	1	8	37	55
Filipino	6		15	3.8	0	27	53	20
	7		7	1.9	--	--	--	--
	8		24	5.9	0	13	46	42
Hispanic or Latino	6		29	7.4	24	24	34	17
	7		34	9.3	6	29	62	3
	8		40	9.8	18	25	38	20
Native Hawaiian or Pacific Islander	7		3	0.8	--	--	--	--
	8		4	1.0	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	6		180	45.8	13	14	47	26
	7		158	43.4	9	25	47	18
	8		159	39.0	3	21	47	28
Two or More Races	6		18	4.6	28	28	22	22
	7		9	2.5	--	--	--	--
	8		17	4.2	0	12	47	41
Socioeconomically Disadvantaged	6		23	5.9	30	9	48	13
	7		27	7.4	19	30	41	11
	8		20	4.9	10	45	35	10
English Learners	6		6	1.5	--	--	--	--
	7		11	3.0	45	36	18	0
	8		7	1.7	--	--	--	--
Students with Disabilities	6		44	11.2	57	25	14	5
	7		27	7.4	41	33	26	0
	8		29	7.1	17	45	31	7
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	393	387	98.5	12	22	22	43
	7	364	358	98.4	10	20	24	46
	8	408	399	97.8	9	16	26	50
Male	6		203	51.7	14	20	18	48
	7		215	59.1	9	18	23	51
	8		223	54.7	9	16	21	54
Female	6		184	46.8	11	24	27	39
	7		143	39.3	13	23	27	38
	8		176	43.1	10	15	31	44
Black or African American	6		8	2.0	--	--	--	--
	7		7	1.9	--	--	--	--
	8		16	3.9	31	13	25	31

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>American Indian or Alaska Native</b>	7		3	0.8	--	--	--	--
<b>Asian</b>	6		137	34.9	2	9	17	72
	7		138	37.9	1	8	20	72
	8		139	34.1	1	8	15	76
<b>Filipino</b>	6		15	3.8	0	33	40	27
	7		7	1.9	--	--	--	--
	8		24	5.9	0	21	29	50
<b>Hispanic or Latino</b>	6		29	7.4	31	45	7	17
	7		34	9.3	18	38	29	15
	8		40	9.8	18	25	25	33
<b>Native Hawaiian or Pacific Islander</b>	7		3	0.8	--	--	--	--
	8		4	1.0	--	--	--	--
<b>White</b>	6		180	45.8	17	26	27	31
	7		157	43.1	17	23	29	32
	8		159	39.0	13	18	33	36
<b>Two or More Races</b>	6		18	4.6	28	33	22	17
	7		9	2.5	--	--	--	--
	8		17	4.2	0	29	41	29
<b>Socioeconomically Disadvantaged</b>	6		23	5.9	30	35	22	13
	7		27	7.4	15	33	37	15
	8		20	4.9	35	15	35	15
<b>English Learners</b>	6		6	1.5	--	--	--	--
	7		12	3.3	33	42	8	17
	8		7	1.7	--	--	--	--
<b>Students with Disabilities</b>	6		44	11.2	61	20	9	9
	7		27	7.4	52	33	11	4
	8		29	7.1	59	21	14	7
<b>Foster Youth</b>	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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, 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.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 2014.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.87	2.35	2.85
Expulsions Rate	0.00	0.09	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.09	2.16	1.74
Expulsions Rate	0.03	0.07	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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		100.0



**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	27	28	4	6	4	8	15	13	14	9	11
Math	24	22	12	11	18	6	12	7		7	10	
Science	28	28	32	5	2		12	18	9	9	7	15
SS	33	30	32			1	7	17	8	15	8	15

\* 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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	0.5
<b>Average Number of Students per Staff Member</b>	
Academic Counselor	

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

**Professional Development provided for Teachers**

All training and curriculum development activities at Thomas S. Hart Middle School revolve around the Common Core State Standards. During the 2014-2015 school year, Thomas S. Hart Middle School held staff development devoted to: Data Analysis, Student Centered Classrooms, Questioning Strategies and Close Reading across the curriculum, Instructional Technology, Equity and Access, AVID (Advancement Via Individual Determination-WICOR) Strategies, SBAC training, Common Core Assessments, and Instructional Shifts for Common Core.

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. 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 2014-2015 school year, Thomas S. Hart Middle School's teachers attended the following events hosted by the Pleasanton Unified School District: Questioning Strategies and Close Reading, AVID strategies, Instructional Shifts for the Common Core, Student Centered Classrooms, Increasing Student Engagement, Special Education Job Alike,

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. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,202	\$43,062
Mid-Range Teacher Salary	\$81,560	\$67,927
Highest Teacher Salary	\$99,990	\$87,811
Average Principal Salary (ES)	\$126,795	\$110,136
Average Principal Salary (MS)	\$136,504	\$115,946
Average Principal Salary (HS)	\$140,916	\$124,865
Superintendent Salary	\$223,844	\$211,869
<b>Percent of District Budget</b>		
Teacher Salaries	49%	39%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,618	\$261	\$5,357	\$89,198
District	♦	♦	\$5,126	\$85,593
State	♦	♦	\$5,348	\$71,529
<b>Percent Difference: School Site/District</b>			4.5	4.2
<b>Percent Difference: School Site/ State</b>			0.2	24.7

\* Cells with ♦ do not require data.

### **Types of Services Funded**

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Common Core State Standards
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- 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, the county, and the state. 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.