

# Thomas S. Hart Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Thomas S. Hart Middle School
<b>Street</b>	4433 Willow Road
<b>City, State, Zip</b>	Pleasanton, CA 94588
<b>Phone Number</b>	PH: (925) 426-3102 FAX: (925) 460-0799
<b>Principal</b>	Ms. Caroline Fields
<b>Email Address</b>	Cfields@pleasantonusd.net
<b>School Website</b>	<a href="https://www.hartmiddleschool.org/">https://www.hartmiddleschool.org/</a>
<b>County-District-School (CDS) Code</b>	01 75101 6117592

## 2023-24 District Contact Information

<b>District Name</b>	Pleasanton Unified School District
<b>Phone Number</b>	(925) 462-5500
<b>Superintendent</b>	David Haglund, Ed.D.
<b>Email Address</b>	dhaglund@pleasantonusd.net
<b>District Website</b>	www.pleasantonusd.net

## 2023-24 School Description and Mission Statement

### 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, 51 teachers, 13 instructional aids/para professionals, 3 counselors, and 12 support staff. Students receive core instruction in English, History, Math, Science and Physical Education. Additionally, students have elective choices in Music, Choir, Foreign Language, Art, Culinary Skills, Drama, Engineering and other STEM/STEAM programs. We offer RS and SDC classrooms supporting Mild to Moderate SPED students. Our special education students receive targeted support in collaborative teaching settings, lab classes, and general education settings with the support of paraprofessionals. All classrooms are equipped with smart board and/or projectors.

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. We aim to ACCELERATE LEARNING & ACCENTUATE RESPECT on our campus.

Last year, in 2022-23 our school worked, as a team, through the challenges of students still recovering from remote learning and providing supports while setting rigorous learning expectations. We provided small student cohorts on campus after school to support our EB (Emerging Bilinguals) and other students who needed support. We also provide a 'Homework Club' Monday through Thursdays for all students to get extra help. We are excited to continue to provide our ACCESS/RTI schedule to provide students with additional support and extension. This year we are 2022 National Blue Ribbon School (NBR) winners! We also received Schools to Watch redesignation status in 2023! We believe all of our students can achieve at high levels with Multi-tiered Levels of Support (MTSS). In 2019-20 Hart Middle School was recognized as a Schools to Watch Award for our work on RTI (Response to Intervention). In 2015, Hart Middle School was recognized as a California Gold Ribbon School. Hart

## 2023-24 School Description and Mission Statement

continues to set the standard for excellence in education by implementing the academic content and performance standards for the State of California and beyond. A significant part of these recognitions focused on the Project Lead the Way program (PLTW), providing college and career readiness skills for students in the areas of technology and engineering and our Response to Intervention (RTI) which provides systematic Multi Tiered Levels of Support (MTSS) for all our students. We are proud HUSKIES!

### Mission Statement

The Hart 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 ALL of 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 2022-23 school year, 1,187 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 this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	369
Grade 7	381
Grade 8	419
<b>Total Enrollment</b>	<b>1169</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.8%
Asian	63.8%
Black or African American	1.8%
Filipino	1.6%
Hispanic or Latino	7.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.8%
White	21.6%
English Learners	5.9%
Homeless	0.1%
Socioeconomically Disadvantaged	6%
Students with Disabilities	7.5%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	44.10	83.37	572.20	89.80	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.40	0.22	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.70	16.46	57.00	8.95	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.15	6.40	1.02	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	52.90	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	42.50	81.50	551.00	90.32	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.30	0.72	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.20	4.33	11.70	1.92	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	0.94	4.70	0.78	11953.10	4.28
<b>Unknown</b>	6.90	13.22	38.10	6.25	15831.90	5.67
<b>Total Teaching Positions</b>	52.20	100.00	610.00	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.30	0.00
Misassignments	8.30	2.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>8.70</b>	<b>2.20</b>

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

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10
Local Assignment Options	0.00	0.30
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.40</b>

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16	4.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2

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

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

### Instructional Materials

All textbooks used in the core curriculum at Thomas S. Hart Middle School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday September 22, 2022 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 2022-2023.09 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 2022-2023 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 McGraw Hill - Study Sync, National Geographic/Cengage - Inside, Houghton Mifflin- English 3D	Yes	
<b>Mathematics</b>	2015 Grades 6-8- HMH California GoMath!, 2015 HMH California Algebra 1, 2015 HMH California Geometry	Yes	
<b>Science</b>	2019- Amplify Education, Inc.	Yes	
<b>History-Social Science</b>	History Grade 6- Ancient World History, Discovery Education- 2018 History Grade 7- Nat Geo/Cengage, World History Medieval and Early Times- 2018 History Grade 8- Nat Geo/Cengage. US History American Stories Beginning To World War 1- 2018	Yes	
<b>Foreign Language</b>	2022 Spanish- Senderos Level 1A and 1B, Vista Higher Learning 2022 French - Chemins Level 1 Vista Higher Learning	Yes	
<b>Visual and Performing Arts</b>	Understanding Art, Glencoe/McGraw Hill, Accent on Achievement, Books 1 and 2, Standard of Excellence, Books 1 and 2, Essential Musicianship: A Comprehensive Choral Method, Accent on Achievement, Books 2 and 3, Standard of Excellence, Books 2 and 3, The Music Connection, Standard of Excellence Jazz Method, Essential String Technique, Essential Elements 2000, Books 1 and 2, Essential Technique 2000, Book III, Introducing Art, Exploring Art, Sound Innovations Bk 3, Hal Leonard Voices in Concert, Level 1A, Treble Choral Student Course, Hal Leonard Voices in Concert, Level 1A, Treble Sight-Singing Student Course,	Yes	

Hal Leonard Voices in Concert, Level 1B, Treble Choral Student Course, Hal Leonard Voices in Concert, Level 1B, Treble Sight-Singing Student Course, Hal Leonard Voices in Concert, Level 2, Treble Choral Student Course, Hal Leonard Voices in Concert, Level 2, Treble Sight-Singing Student Course, Hal Leonard Voices in Concert, Level 2, Mixed Sight-Singing Student Course, Hal Leonard Voices in Concert, Level 2, Mixed Choral Student Course

## School Facility Conditions and Planned Improvements

### School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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 - clean surfaces, etc.
- 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 and administration team 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 10/4/2022. No emergency repairs were needed and no unsafe conditions were found.

**Year and month of the most recent FIT report**

7/28/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b>	X			



## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	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 Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	82	82	78	78	47	46
<b>Mathematics</b> (grades 3-8 and 11)	72	74	73	74	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1188	1163	97.90	2.10	81.60
<b>Female</b>	592	578	97.64	2.36	83.56
<b>Male</b>	595	584	98.15	1.85	79.62
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	755	745	98.68	1.32	88.72
<b>Black or African American</b>	21	20	95.24	4.76	45.00
<b>Filipino</b>	22	21	95.45	4.55	76.19
<b>Hispanic or Latino</b>	87	82	94.25	5.75	47.56
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	46	100.00	0.00	82.61
<b>White</b>	255	249	97.65	2.35	74.70
<b>English Learners</b>	56	46	82.14	17.86	15.22
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	84	94.38	5.62	46.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	94	85	90.43	9.57	23.53

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1188	1171	98.57	1.43	73.95
<b>Female</b>	592	583	98.48	1.52	72.56
<b>Male</b>	595	587	98.66	1.34	75.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	755	750	99.34	0.66	85.33
<b>Black or African American</b>	21	20	95.24	4.76	15.00
<b>Filipino</b>	22	20	90.91	9.09	55.00
<b>Hispanic or Latino</b>	87	84	96.55	3.45	29.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	46	100.00	0.00	65.22
<b>White</b>	255	251	98.43	1.57	62.55
<b>English Learners</b>	56	55	98.21	1.79	27.27
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	86	96.63	3.37	33.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	94	86	91.49	8.51	19.77

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	67.54	69.00	63.15	62.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	406	400	98.52	1.48	69.00
<b>Female</b>	197	194	98.48	1.52	69.07
<b>Male</b>	208	205	98.56	1.44	68.78
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	247	244	98.79	1.21	79.10
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	28	27	96.43	3.57	29.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	15	100.00	0.00	60.00
<b>White</b>	97	95	97.94	2.06	60.00
<b>English Learners</b>	14	14	100.00	0.00	7.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	37	35	94.59	5.41	34.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	32	94.12	5.88	15.63

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	56.3%	55.3%	55.3%	55.3%	54.8%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

##### 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, ELAC, Back to School Night, Parent-Student Handbook, phone calls, Hart website, email, teacher websites, Synergy, 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, English Learner Advisory Council, and many other volunteer opportunities such as Willow Road Music Boosters. The PTSA offers several opportunities for involvement throughout its sponsored events as the Book Fair & Ice Cream Social, Fundraisers, Parent Workshops, Volunteering for school events and the PTSA monthly meetings. Additionally we provide Parent Education Opportunities such as workshops on the Dangers of Vaping, Social Media Concerns, How to Help my Child with Homework, etc. This is our third year we have offered a School Smarts program for our parents, we were the first middle school in the state to do this. Active parent participation and positive support of the programs and teachers at Hart Middle School create a more successful experience for all students. Many parent meetings and workshops continue in a virtual during remote learning, as feedback from families is this made access to these events much easier. For additional information about organized opportunities for parent involvement at Hart Middle School, please contact the school at 925-426-3102.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1236	1206	116	9.6
Female	615	602	54	9.0
Male	620	603	62	10.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	785	768	45	5.9
Black or African American	28	23	4	17.4
Filipino	22	22	0	0.0
Hispanic or Latino	92	89	21	23.6
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	45	45	6	13.3
White	261	256	38	14.8
English Learners	83	82	19	23.2
Foster Youth	2	1	1	100.0
Homeless	5	4	1	25.0
Socioeconomically Disadvantaged	101	94	26	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	97	30	30.9

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.33	2.80	2.43	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.15	0.08	0.00	0.06	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.43	0.08
Female	1.79	0
Male	3.06	0.16
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.02	0.13
Black or African American	21.43	0
Filipino	0	0
Hispanic or Latino	7.61	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.44	0
White	2.68	0
English Learners	6.02	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	10.89	0.99
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.9	0.99

## 2023-24 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 and the School Site Council in Fall 2021.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	17	7
Mathematics	24	12	17	4
Science	30	2	15	9
Social Science	26	5	19	6

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	11	15	8
Mathematics	24	10	23	2
Science	29	3	11	14
Social Science	28	7	14	11

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	16	8
Mathematics	26	9	14	8
Science	30	1	18	7
Social Science	30	2	11	13

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	579

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6660	252	6408	109066
District	N/A	N/A	6590	\$100,390
Percent Difference - School Site and District	N/A	N/A	-2.8	11.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-2.9	21.0

## Fiscal Year 2022-23 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$66,800	\$55,550
<b>Mid-Range Teacher Salary</b>	\$96,938	\$84,645
<b>Highest Teacher Salary</b>	\$118,844	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$153,163	\$139,860
<b>Average Principal Salary (Middle)</b>	\$161,905	\$146,440
<b>Average Principal Salary (High)</b>	\$170,673	\$158,447
<b>Superintendent Salary</b>	\$340,068	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	39.4%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	6.71%	4.89%

## Professional Development

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

Teachers collaborate four times monthly during time set aside for professional development at Wednesday collaborations as well as two staff development days full day trainings. 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. 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 RTI,

## Professional Development

AVID and WICOR Instructional Strategies, SRO presentations, blended learning, discipline, safety and PBIS.

We are in the second year of our newly adopted World Language Curriculum. Science, Math, English Language Arts and all other subjects areas are California State Standards 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. We are using Character Strong curriculum for social emotional learning during advisory period which also supports our Husky P.R.I.D.E. (Positivity, Respect, Integrity, Determination & Empathy).

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

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